

English for Starters 12

Students' Book

Simon Haines

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Contents

First semester

Second semester

Module 1 World issues

Unit	Language	Functions	Skills
1 The law (page 10)	**Grammar** Linking the past with the present (revision of present perfect simple and continuous tenses) **Vocabulary** Crimes and criminals Nouns and adjectives	**Functions** discussing opinions; listening for general information; discussing reasons; agreeing for / against; writing about opinions	**Reading** Reading an essay **Listening** Listening for gist and general understanding **Speaking** Discussing opinions **Writing** An essay presenting arguments and expressing opinions
2 Migration (page 16)	**Grammar** Talking about past events (revision of past perfect simple and continuous) **Vocabulary** Numbers Word families	**Functions** giving reasons; expressing explanations of events; expressing opinion; reporting others' experience; describing past events	**Reading** Scanning for specific information Understanding reference words in a text **Listening** Listening for numbers Listening to conversations Listening to a woman talking about emigrating from England to Australia **Speaking** Recalling an important event **Writing** An email about events
Pronunciation: using stress for emphasis / contrastive stress			
3 Recycling resources (page 22)	**Grammar** Talking about wishes **Vocabulary** Colour idioms Three-part phrasal verbs	**Functions** discussing definitions; judging truth of sentences; expressing wishes; interpreting a bar chart; writing a report from a bar chart	**Reading** Reading for gist and detail **Listening** Listening for gist and general understanding **Speaking** Discussing information in a chart **Writing** A report based on statistics

Module 2 Natural world

Unit	Language	Functions	Skills
4 The Earth at risk (page 34)	**Grammar** Giving explanations Talking about cause and effect **Vocabulary** Climate and weather Prefixes: *re-*, *mis-*	**Functions** describing problems; describing pictures; expressing opinion; giving solutions; describing a problem and its effects; agreeing / disagreeing; comparing and contrasting; replying to an email	**Reading** Reading for gist and detailed understanding Checking the meaning of reference words **Listening** Listening to sentences with stressed syllables **Speaking** Describing places in detail **Writing** A reply to an email
Pronunciation: rhythm – strong and weak syllables			
5 A world of plants (page 40)	**Grammar** Explaining possibilities: *must be / can't be / might have been, etc.* **Vocabulary** Things that grow Adjectives and prepositions	**Functions** expressing opinion; giving reasons; giving explanations of a picture; expressing preference; expressing time; explaining a choice; extracting positive and negative points; differentiating between fact and opinion; writing an account	**Reading** Reading an article Reading a sample account of a visit **Listening** Listening for gist and detailed information **Speaking** Discussing photographs **Writing** An account of a visit
6 Under threat (page 46)	**Grammar** Describing processes (revision of passive verb form) **Vocabulary** Animals	**Functions** responding to a quiz; agreeing / disagreeing; expressing opinion; supporting opinion; giving reasons for a choice; role playing; persuading others; comparing opinions; planning and writing a report; expressing possibilities	**Reading** Reading for gist and detailed understanding **Speaking** Role playing: Expressing opinions / making decisions **Writing** A report

Module 3 Lifestyles

Unit	Language	Functions	Skills
7 Healthy life (page 58)	**Grammar** Reported speech Direct and reported questions **Vocabulary** Words related to family Collocations and phrasal verbs with *make* and *do*	**Functions** making suggestions; expressing opinion; giving reasons; discussing and comparing; reporting statements and questions; giving advice	**Reading** Reading an article **Listening** Listening for specific information **Speaking** Giving advice **Writing** A magazine article giving advice
8 Urban and rural life (page 64) **Pronunciation:** intonation patterns	**Grammar** Comparing and contrasting **Vocabulary** Places Words related to sounds Idioms with *and* Word families	**Functions** expressing opinion; giving reasons; presenting ideas; comparing and contrasting; explaining choices; responding to an email; evaluating an email	**Reading** Reading for gist and detailed understanding **Listening** Listening to a conversation between two friends **Speaking** Inferring meaning Matching people to suitable accommodation **Writing** An email giving recommendations
9 New ways and old (page 70)	**Grammar** Having things done (causative verbs) **Vocabulary** Musical instruments Ways of playing instruments Idioms related to music	**Functions** describing pictures; comparing change; expressing preference; discussing opinion; talking about having things done; identifying musical instruments; analysing and writing a biography	**Reading** Reading a brief biography **Listening** Listening for gist and specific information **Speaking** Sharing information **Writing** A short biography

Module 4 Achievements

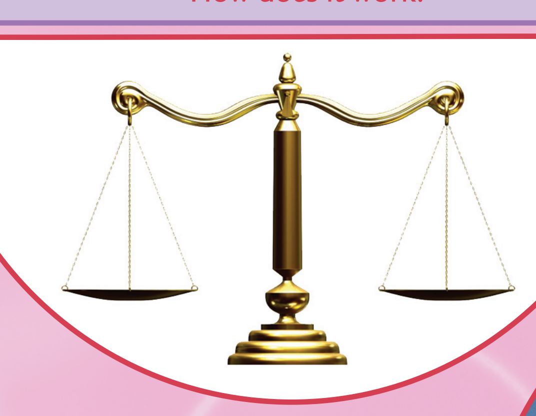
Unit	Language	Functions	Skills
10 Record breakers (page 82)	**Grammar** Giving background information on past events Past perfect simple and continuous **Vocabulary** Phrasal verbs with *come* Adjectives with *a-*: *afraid*	**Functions** analysing pictures; describing qualities; predicting difficulties; expressing opinion; discussing preparations; giving reasons; suggesting explanations; giving background information; predicting reactions; presenting arguments; agreeing / disagreeing; responding to an advert	**Reading** Reading for gist and specific information **Listening** Listening to answers **Speaking** Making difficult choices **Writing** A response to an advert
Pronunciation: intonation patterns – sounding sure of your answers			
11 Future projects (page 88)	**Grammar** Talking about processes (modal verbs in passive constructions) **Vocabulary** Formal words and informal equivalents Word families	**Functions** discussing pictures; expressing opinion; giving reasons; discussing changes; using formal / informal words; predicting; planning and writing a report	**Reading** Reading a report **Listening** Listening for gist and specific information **Speaking** Discussing recent technological changes **Writing** A report about technological changes
12 Geniuses (page 94)	**Grammar** Adding information using participle clauses and relative pronouns **Vocabulary** Nouns and adjectives Prepositions in phrases	**Functions** describing pictures; comparing talents; discussing advantages / disadvantages; expressing opinion; adding information; interacting in conversations; solving problems; negotiating meaning; responding to a letter; giving recommendations; expressing praise; convincing people	**Reading** Reading for gist and specific information Text referencing **Listening** Listening to short conversations **Speaking** Explaining solutions to logical problems **Writing** A letter of recommendation
Pronunciation: intonation patterns – showing interest			

World issues

Module 1



Unit 1: The law
How does it work?



Unit 2: Migration
Why do people leave their countries?



Unit 3: Recycling resources
How can we reduce pollution?



Key words

Unit 1: court, govern, guilty, innocent, jury, legal, principle, property, prove, ruler

Unit 2: abroad, deteriorate, emigrate, famine, industry, modernisation, refugee, starvation, success

Unit 3: composted, incineration, landfill, material, pollution, precious, recycle, resources, rubbish, waste

Outcomes

You will be able to:

- listen to a lecture and a description, and demonstrate understanding
- recall past events
- talk about wishes
- write a report based on statistics
- scan for specific information
- present ideas and suggestions
- write an essay

UNIT 1

The law

MODULE 1: World issues

Grammar
Linking the past with the present (revision of present perfect simple and continuous tenses)
Vocabulary
Crimes and criminals
Nouns and adjectives
Reading
Reading an essay
Listening
Listening for gist and general understanding
Speaking
Discussing opinions
Writing
An essay presenting arguments and expressing opinions





Discuss

1 Look at the pictures and discuss these questions.

a What do you think the people are doing in the first picture?
b What happens in the place shown in the second picture?
c How old is the system of laws in your country?
d Why do we have laws? How many reasons can you think of?



2 You are going to listen to a talk about the law. Before you listen, guess and match these words from the talk with their meanings.

a	enforce	1	not responsible for a crime
b	govern	2	something valuable which belongs to someone
c	guilty	3	a group of people in court who decide whether someone is guilty
d	innocent	4	rule / belief
e	jury	5	to control
f	legal	6	responsible for a crime
g	principle	7	to show that something is true
h	property	8	relating to the law
i	prove	9	to put into practice / carry out

Listen

3 You are going to listen to a lecture about law-making. Before you listen, try to answer these questions. Discuss your answers with a partner.

a Can you think of an action that everyone in every country thinks is wrong?
b How long ago do you think the first code of laws was made?
c Who makes the laws in most societies?
d You are going to hear about three types of law: criminal law, civil law and … . What is the third type of law?
e Some criminals are sent to prison for their crimes. What is a typical punishment for a less serious crime?


4 (1.1) Listen to the lecture and check the answers to the questions in exercise 3.

Check your understanding


5 (1.1) Listen again and choose the correct answers to these questions.

a How does the speaker define 'law'?
 1 a special code
 2 rules which control society
 3 individual rules
 4 the rules of an organisation
b Who makes sure people obey codes of law?
 1 governments
 2 police and judges
 3 members of the public
 4 juries
c Which type of law deals with murder and theft?
 1 criminal law
 2 family law
 3 civil law
 4 property law



6 What do the words in italics in these extracts from the lecture refer to?

a the law is the code or set of rules *which* governs all individuals …
b a person is innocent until someone proves that *he* or *she* is guilty.
c … three main types of law. Firstly, *the one* that people know most about …
d The law affects every area of people's daily lives, from driving *their* cars …

Think and speak

7 Discuss these questions in pairs or groups.

a What is the main purpose of sending people to prison: to punish them or to protect society?
b Do you agree that without laws 'there would be chaos'? How do you think people would behave if there were no laws?

Vocabulary Words with more than one meaning

1 Find the correct definitions from the list below for the repeated words in each pair **a-f**.

a society
1 When I was a student, I was a member of the Law **Society**.
2 A strong legal system is important in a modern **society**.

b ruler
1 Tutankhamun was a very famous Egyptian **ruler**.
2 I'm doing my maths homework – can I borrow your **ruler**, please?

c property
1 Taking another person's **property** is theft.
2 The price of **property** in the city has increased dramatically this year.

d court
1 In the final of the championship, the players were on **court** for two hours.
2 Three men will appear in **court** tomorrow accused of dangerous driving.

e fine
1 He did a **fine** job of washing my car.
2 He had to pay a **fine** because he was driving without insurance.

f type
1 Secretaries used to spend most of their time **typing** letters and reports.
2 What **type** of music do you like best?

Definitions

- area where people play games like tennis and squash
- land and buildings
- club or organisation for people with the same interest
- write using a machine
- very good
- place where trials take place
- someone in charge of a country, such as a king
- something that belongs to someone
- straight piece of wood or plastic to help you draw straight lines
- all the people living in a country
- kind / sort
- money people pay as a punishment for doing something illegal

2 Use a dictionary to check the different meanings of these words, then write two sentences for each of these words in your notebook.

a mean b note c case d spring e row

Nouns and adjectives

3 Complete these sentences with adjectives derived from the nouns in brackets. You may need to use a dictionary.

a Many people believe that the worst crimes are murder and other .... acts. (violence)
b There would be a .... situation in society if there were no .... systems. (chaos / law)
c He left court a free man because he had proved that he was .... The jury said he was .... (innocence / not guilt).

Grammar Linking the past with the present (the present perfect)

Activity Book Grammar file page 83

1 Underline the present perfect simple and continuous verbs in these sentences.

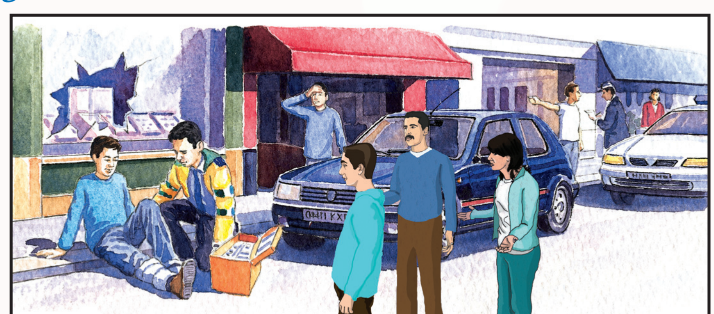
- **a** Every country has developed its own code of law over hundreds or thousands of years.
- **b** They have broken the law – they should be punished.
- **c** I've been reading a book about the history of law-making.
- **d** Anyone who has committed a crime will have a criminal record.
- **e** Students who have been cheating will be punished severely.
- **f** He's been studying law for three years.

2 How are the two present perfect verb tenses formed?

3 What is the difference in meaning between the underlined verbs in these pairs of sentences?

- **a** Ali has studied law and history this year.
  Hani has been studying law and history for four years.
- **b** Omar has written two essays this morning.
  Hassan has been writing an essay all morning.
- **c** The police sergeant has interviewed two people so far today.
  The detectives have been interviewing people all week.

4 Work with a partner. Look at the illustration and discuss what has happened and what has been happening.



5 Now write two different answers to each of these questions.

- **a** What have you done so far this week?
  I've played tennis three times. / I've …
- **b** What are some of the things you've been doing for a length of time?
  I've been playing the piano. / I've been …
- **c** How long have you been doing these things?
  I've been playing the piano since I was 13 / for 3 years. / I've been …
- **d** What have your friends or members of your family been doing recently?
  Laila has been revising for her science exam. / Samer has been …

6 Work with a partner. Take turns to ask each other the questions in exercise 5.

Reading An essay

1 Read the *New crimes* text below and answer these questions.

a What examples of old and new crimes does the writer give?

....

....

b What do you think motivates Internet criminals?

....

c How do you think Internet criminals should be punished?

....

New crimes

The law related to computer crime is changing very quickly. Modern criminals are using computers to help them commit crimes like identity theft and to make it easier to commit old crimes like theft or fraud. One issue that makes it hard to fight computer crime is that this type of offence is often more difficult to solve than traditional crimes because 5 the criminals are invisible and their actions may be hard to prove. Another issue is that it is quite difficult to prosecute a computer criminal successfully because usually nothing is actually stolen or physically damaged.

In recent years computer crime has increased as the number of people using the Internet to buy things or to access their bank accounts has grown. This new type of business has 10 attracted techno-criminals who order goods without paying, or break into the computer systems of businesses and move money to their own account or send viruses which can seriously damage computers and the information they contain. These viruses can affect millions of people worldwide.

Criminals can use the Internet to plan crimes and pass on confidential information more 15 easily than meetings or telephone conversations. Computers allow criminals access to millions of people whom they may persuade to pay for something worthless.

2 Read the article again and match each beginning a-c with one of the endings 1-4. There is one more ending than you need.

a Computer criminals are invisible ...
b The fact that actual things are not stolen by computer criminals ...
c One of the reasons why computer crime is on the increase is that ...

1 *... makes it more difficult for the police to prosecute them successfully.*
2 *... more people are using the Internet to buy goods.*
3 *... safer than telephone conversations.*
4 *... which makes it more difficult for the police to solve computer crimes.*

3 Match these words and phrases from the article with their meanings.

a fraud
b identity theft
c virus
d solve a crime

1 the crime of stealing someone's personal details
2 to discover who commits a crime
3 the crime of lying or cheating to get money
4 a bad program which damages computers





You are going to write an essay expressing your opinions.

Writing



1 The policeman in the photograph is responsible for ensuring that drivers obey traffic laws. Discuss these questions with a partner.

a Do you think there should be speed limits? If so, where? Give reasons for your answer.

b What should happen to motorists who break these speed limits?



2 You are going to write an essay in answer to this question:

Should motorists who drive too fast in residential areas be banned from driving?

a Decide what your opinions are on this subject. Is your answer to this question 'Yes', 'No' or 'It depends'?

b Plan your essay in four paragraphs. Write notes under these headings:

Paragraph 1 Background to the topic
Paragraph 2 Arguments for
Paragraph 3 Arguments against
Paragraph 4 Your opinion

3 Write your essay in 100-120 words.

a Use ideas you discussed in exercise **2** above and expressions from the *Useful Language* box below.

b Follow your paragraph plan and express your ideas clearly and simply. Make sure readers know what your opinion is.

Check

4 When you have finished writing, read your essay carefully.

a Exchange essays with a partner. As you read what your partner has written, ask yourself these questions:
- Has he / she answered the question fully?
- Has he / she presented arguments for and against?
- Has he / she expressed his / her own opinions clearly?

b Check spelling, grammar and punctuation. Return your partner's essay and exchange thoughts and ideas.

USEFUL LANGUAGE

Saying what you intend to write about
In this essay I intend to look at / consider / discuss some of the arguments for and against ...
First of all, I will look at / consider / discuss the arguments in favour of / against ...

Presenting arguments
The main point / argument for / against ...
Another point / argument ...

Expressing opinions
In my opinion / view, ...
(In fact) it's my view that ...
I believe / think that ...

Quote "Nothing is to be preferred before justice."
Socrates

UNIT 2

Migration

MODULE 1: World issues

Grammar
Talking about past events
(revision of past perfect simple and continuous)

Vocabulary
Numbers
Word families

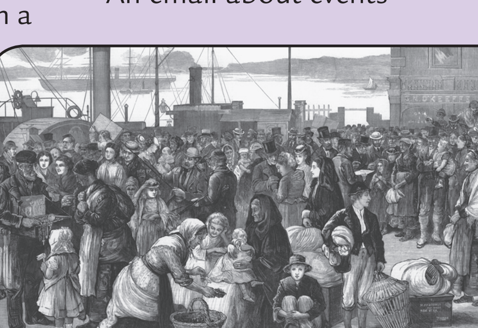
Reading
Scanning for specific information
Understanding reference words in a text

Listening
Listening for numbers
Listening to conversations
Listening to a woman talking about emigrating from England to Australia

Speaking
Recalling an important event

Writing
An email about events

Residents of Agadir, Morocco, left their city after the earthquake of 1960.



Thousands of Irish people left Ireland in the 19th century to find a better life.

Many people emigrated to the Arabian Gulf after its economic success.

Discuss



1 Look at the photographs and discuss these questions.

- **a** Why do large numbers of people leave their own country and go to live in a foreign country? Three different reasons are illustrated in the photos.
- **b** What other migrations like the ones shown in the photos do you know about?
- **c** Why do you think many people choose *not* to migrate to another place?

GUESS!

2 Before you read the article on page 17, guess and match these words and phrases a-f with their meanings.

a success	**1** economic activity concerned with raw materials and manufacture goods
b development	**2** a serious shortage of food leading to great hunger on a large scale
c deteriorate	**3** a period of great wealth
d emigrate	**4** the process of modernisation
e famine	**5** to leave your country to live in a new country
f industry	**6** to get worse

Read



3 Read the article very quickly and match these headings with the correct parts A, B and C.

- Economic success
- Economic necessity
- Natural disaster

Why do people leave their home countries?

This article looks at three reasons why people emigrate and gives historical examples.

A ____________________

In the early 19th century, the most important economic activity in Ireland was agriculture /ægrɪˌkʌltʃə/. But the farmers were poor and **they** used old-fashioned methods. Because they heard 5 that they could earn four times as much abroad, some farmers emigrated. But between 1820 and 1840, the economic situation in Ireland deteriorated and in 1845 the Potato Famine began. Disease destroyed 75% of the year's potatoes – the main 10 food for most of the population. During the next two years, 350,000 people died of starvation and there was a huge increase in emigration. By the end of 1854, a quarter of the population of Ireland had left for other parts of the world.

B ____________________

15 Tristan da Cunha /trɪstan də 'kuːnə/ is a small island in the South Atlantic Ocean. In August 1961, earth tremors started and gradually became more frequent. At the beginning of October, the government decided that the island was no longer 20 safe and the whole population of 268 people was evacuated to a nearby island. A ship picked **them** up and took them to South Africa. As they passed Tristan da Cunha, they saw the volcano erupt. Later the people were taken to England, where they stayed 25 for the next two years. In 1963, the volcanic activity on the island stopped and most of the people voted to go back. However, not everyone returned: 14 people had adapted to life in England and decided to stay there, and five elderly people had died. There 30 were other changes too: ten couples from the island had married, and eight babies had been born.

C ____________________

The economic success of the 1960s and 1970s saw the Arabian Gulf countries transformed into modern and wealthy states, funded by oil and other 35 precious natural resources such as natural gas. The needs of the oil and construction industries led to a huge demand for skilled workers. Many thousands of people moved to the region to help build high-tech cities all over the Gulf. These workers, from 40 many regions of the world, were able to find a better life and help with the development of the region.

Check your understanding

4 Read the article again and decide whether these statements are True or False.

- **a** In the 19th century over half a million people died as a result of the potato famine.
- **b** The people of Tristan da Cunha were immediately taken from their island to England.
- **c** The people of Tristan da Cunha went home even though there was still volcanic activity.
- **d** The Arabian Gulf countries experienced an economic success requiring large numbers of workers.

5 Find adjectives from the article that have the opposite meaning to words **a–e**.

a tiny **b** modern **c** late **d** young **e** rare

6 What do the words in bold in the text above refer to:

a they (line 3) **b** them (line 21)

Think and speak

7 Discuss these questions with other students.

- **a** How do you imagine Irish people felt when they left Ireland for their new life abroad?
- **b** Why do you think 14 people from Tristan da Cunha decided not to return to their island?

Vocabulary Numbers

1 Write the numbers in these extracts from the article as words.

a in the 19th century
b 75% of the year's potatoes
c 350,000 people
d by the end of 1854
e in 1961
f 268 people
g 1960 and 1970

2 Now check your answers to exercise **1** with a partner by reading the number phrases aloud.

3 Answer these questions using numbers and words.

a What is twice six thousand?
b What is a quarter of twenty thousand?
c What is fifty percent of two thousand?
d What is five times nine?
e What is a third of twenty-one?

4 (2.1) Listen and write down the numbers you hear.

Word families

5 Complete these sentences with words derived from the words in brackets. You could check your answers in a dictionary.

a My weekly ....s are twice as much as they were last year. (earn)
b A huge earthquake caused the .... of Agadir, Morocco, in 1960. (destroy)
c Two .... potato crops led to mass starvation in Ireland. (disaster)
d The .... of the world's migrants move to find a better life. (major)
e The people of Tristan da Cunha left because of volcanic .... (act)
f The .... success of the 1960s and 1970s was funded by oil. (economy)
g These workers were able to find a better life and help with the .... of the region. (develop)

Pronunciation Using stress for emphasis

6 (2.2) We often stress particular words in sentences to give them emphasis or to correct what someone else has said. Listen to the conversations and write the words that are stressed in **B**'s replies.

a No, they're from Ireland.
b No, they live in Syria.
c No, I live in Spain.
d No, but I've visited Ireland.
e No, it started in 1936.
f No, they crossed the border into France.

7 (2.2) Listen to the conversations again and repeat **B**'s replies. Make sure you stress the correct word.

8 Work in pairs. Make conversations based on these prompts.

a *A: Are you from Egypt?* *B: No / Syria*
b *A: Do you go to school?* *B: No / university*
c *A: Are you studying chemistry?* *B: No / physics*
d *A: Do you like being a student?* *B: love*



9 (2.3) Now listen and repeat the sentences.



Grammar Talking about past events (past perfect) Activity Book Grammar file pages 83-84

1 Choose the correct form of the verbs in the sentences below, then find the verbs in the article on page 17 and check your answers.

a By the end of 1854, about a quarter of the population of Ireland *left / had left* for other parts of the world.
b Not everyone *returned / had returned*: 14 people *adapted / had adapted* to life in England and decided to stay there ...
c After two years ... five elderly people *died / had died*.
d After two years ... eight babies *were born / had been born*.

2 Work with a partner. Discuss the difference in meaning between these pairs of sentences.

a 1 **In 1854** a quarter of the population of Ireland emigrated abroad.
  2 **By 1854** a quarter of the population of Ireland had emigrated abroad.
b 1 Irish people emigrated because so many **were dying** of starvation.
  2 Irish people emigrated because so many **had died** of starvation.
c 1 When they sailed past Tristan da Cunha, the volcano **erupted**.
  2 When they sailed past Tristan da Cunha, the volcano **had erupted**.

3 Complete this short text with the correct form of the past simple or past perfect form of the verbs in brackets. (Sometimes both forms are possible.)

Note
You only need to use the past perfect to show which past action happened first.

On February 29th 1960, an earthquake (1) .... (hit) the Moroccan city of Agadir. Although it (2) .... (last) only fifteen seconds, it (3) .... (be) one of the most destructive earthquakes of the 20th century. When the rescue team (4) .... (arrive), many areas of the city (5) .... (be destroyed) completely and thousands of families (6) .... (become) refugees. After the earthquake, the city (7) .... (be evacuate) and inhabitants (8) .... (move) 3km south where the city (9) .... (be rebuilt). Later studies (10) .... (show) that the disaster (11) .... (kill) over one third of the population of Agadir, over 10,000 people, and (12) .... (injure) many more.

4 Think of an explanation for these situations. Your explanation should include the words in brackets and a verb in the past perfect.

a James was very nervous when he arrived at the airport. (never fly before)
  He'd never flown before.
b Ruba didn't feel very confident about taking her driving test. (fail twice)
c Salah didn't recognise his friend, Hani. (not see ten years)
d Firass found it difficult to get up this morning. (work late the night before)
e When Laila read the letter she couldn't stop smiling. (pass exams)
f Samer couldn't contact his brother, Khaled. (switch phone off)

Speaking Talking about important events in your life

Introduction



1 You are going to hear a woman talking about emigrating from England to Australia.

Look at the photographs of where she used to live and the place she moved to. Discuss these questions with a partner.

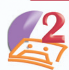




a How do you think the speaker felt when she heard that her family was moving to Australia?
b How different do you think she found life in Australia?



Listening



2 (2.4) Listen and check the ideas you discussed with your partner in exercise **1**.



3 (2.4) Listen again. Fill in the table below with information about the speaker and her move abroad. Then, check your answers with your partner.

Age when she left England	
Where she moved to and why	
Length of intended stay / actual stay	
Occupation	



4 Look at the incomplete mini-dialogue below. Complete it with a partner. Use expressions that show agreement and disagreement. Also use expressions that give your opinion.

A What do you think are the advantages of moving abroad?
B Well, I think .... What about you?
A I believe ....
B Do you think there are no disadvantages?
A No, there are some ....
B OK. I agree / disagree ....



You are going to write an email to a friend about a significant event that changed your life.



Writing An email

1 You are going to talk about an event which changed your life in some way.

a Choose the event you are going to talk about. It could be a major change, like the speaker's move to Australia, or a more minor event. Examples:

- Your first day at school
- Changing schools
- The first holiday you remember
- An interesting journey

b Make a few notes in answer to these questions.

1. How old were you?
2. Where were you?
3. Who was involved?
4. What happened?
5. How did you feel?
6. What were the results of this change?

2 Now work in pairs.

a Take turns to tell your story, referring to your notes and using expressions from the *Useful Language* box below.

b Ask each other questions to find out more information.

3 You are going to write an email to a friend and tell him about the event you talked about in exercise 2.

a Using your notes from exercise **1**, write a rough paragraph plan for your email. You should aim to write around 100-120 words.

b Briefly describe the event, before telling your friend how you felt about it at the time and how you feel about it now.

c Use vocabulary from the unit. Make sure that your friend knows how you feel about what happened. Use the *Useful Language* box below to help you describe the event. Don't forget that emails are usually written informally.

4 When you have finished writing, check your email carefully.

a Check spelling, grammar and punctuation.

b Exchange emails with the person sitting next to you and make suggestions and comments.

USEFUL LANGUAGE

Talking about past events

(Then) one day, I ...

I was about to go into the garden to play football, when ...

Two months / Ten minutes / Three days later, we ...

The first thing that struck me was ...

That was six years ago.

Remembering a past event

I can remember it very clearly.

I remember thinking / feeling ...

I'll never forget that day / how I felt that day.

Recycling resources

UNIT 3

MODULE 1: World issues

Grammar
Talking about wishes

Vocabulary
Colour idioms
Three-part phrasal verbs

Reading
Reading for gist and detail

Listening
Listening for gist and general understanding

Speaking
Discussing information in a chart

Writing
A report based on statistics

Discuss

1 Discuss these questions.

a Which of these is the most accurate definition of 'recycling'?
- *using objects and material more than once*
- *processing objects and material so they can be used again*
- *refusing to throw away objects and material*

b Why is recycling becoming such an important issue for many people today?

c Can you think of any reasons *not* to recycle?



A polluted river



2 Look at the photographs and discuss these questions.

a Which of the waste products in the photos are recycled in Syria?

b What happens to the waste products that are not recycled?

c How could these waste products be recycled?



glass



paper and cardboard



plastic



metal

Listen


3 (3.1) You are going to hear a discussion between three school friends. Which of the waste products in the photographs on the lower half of page 22 do they talk about?

Check your understanding


4 (3.1) Which words or phrases are used by the speakers to mean the following? Listen again and write the words or phrases you hear.

a put under the ground
They simply .... most of their rubbish.

b unwanted, unusable
We take all our .... paper to special collection points.

c tools / machinery, etc.
Not everywhere has the .... to reprocess it.

d these provide electricity for motorists
... places where they recycle almost everything, you know, ..., fridges, wood ...

e crime
I'd pass a law to make it a ....

f waste from people's homes
... not to recycle 100% of ....

5 (3.1) Listen again. According to the speakers, are the following statements True or False?

a Austria recycles over half its waste.
b In most countries waste is burnt.
c The families of all three speakers recycle their paper.
d There are still plenty of places where rubbish can be buried.
e Burning rubbish causes pollution.
f In Jim's country it is against the law not to recycle rubbish.
g Homes produce more rubbish than big companies do.

Think and speak


6 Read the text below. Discuss these questions in pairs or groups.

Recycling in Syria

Syria is at the forefront of regional recycling, hosting regional conferences dedicated to the protection of the environment, water conservation and climate change. Major recycling plants have been built in the last few years in order to dispose safely of substances such as plastics, batteries and other waste materials. There is a greatly increased awareness of the fragile local environment and the need to take care of Syria's precious natural resources.

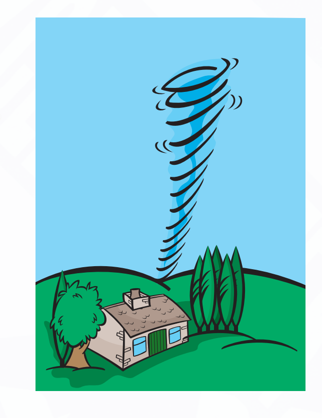
a Which materials can be recycled in Syria?
b How seriously do people take the problem of waste and recycling in Syria?
c Can you think of ways of improving the recycling process in Syria?





Vocabulary

Colour idioms



1 Replace the underlined phrases in these sentences with the correct form of one of the colour idioms in this list.

> out of the blue   red tape   to be in black and white   to see red
> to give the green light   to put someone on the blacklist

- **a** When he accused me of being wasteful, I got very angry.
- **b** We have to stop companies from polluting the environment. We should tell the public they have done something wrong.
- **c** They've said yes to the building of a new incinerator.
- **d** The rules clearly say that we must not leave rubbish outside our homes. Look, it's printed here.
- **e** It's almost impossible to get a passport quickly. There is so much paperwork and administration.
- **f** I heard this morning, unexpectedly, that I'd won a writing competition.

2 Discuss these questions in pairs.

- **a** What makes you see red?
- **b** Which organisations would you put on an environmental blacklist?



Three-part phrasal verbs

3 In the conversation two speakers use three-part phrasal verbs.

> We're *running out of* space to use as landfill sites.

> I'd *go along with* that, but ...

Find the three-part phrasal verbs in these sentences, then match each verb with one of the meanings below.

- **a** Things are moving so fast – it's impossible to keep up with the changes.
- **b** Supermarkets should cut down on packaging.
- **c** We've come up against serious problems in our plan to recycle rubbish.
- **d** I'm looking forward to the day when 100% of our rubbish is recycled.
- **e** Scientists have just come up with a new way of reprocessing plastic.
- **f** People living near the bus station put up with a lot of noise.

Meanings

1. accept / stand / tolerate (something unpleasant)
2. invent / discover / find
3. know the latest information about
4. meet / face
5. reduce
6. wait with pleasure for something to happen

4 Now discuss these questions with a partner.

- **a** How do you keep up with news about your country?
- **b** What are you looking forward to at the moment?
- **c** What irritations do you have to put up with in your daily life?
- **d** How could you prevent or reduce these irritations?



Grammar Talking about wishes Activity Book Grammar file page 84

1 Read sentences **a-e** from the conversation, and answer these questions:

- In which sentences do the speakers express regret?
- In which sentences do the speakers express criticism or annoyance?

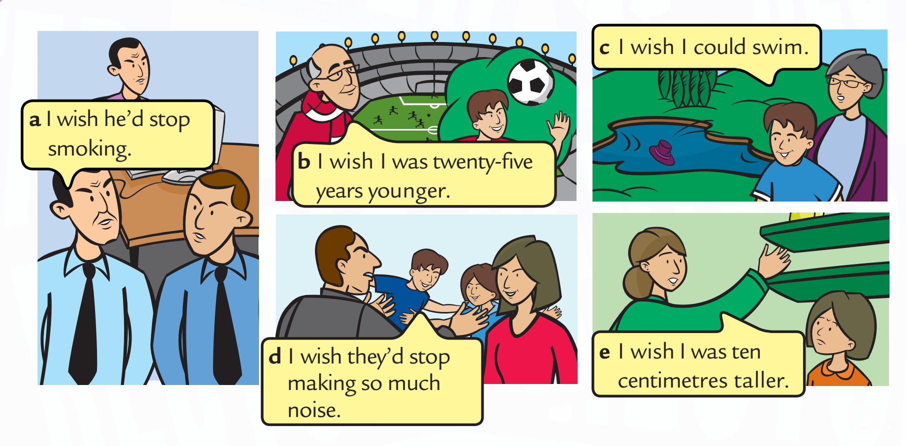
a I wish people would take the problem more seriously.
b I wish we could recycle plastic more easily.
c I wish every country had a system like that.
d I wish I were in charge of our company.
e I wish they wouldn't do that.

2 Which group of sentences use *wish* + *would*? Which group use *wish* + past simple?

3 Match sentences **1a-e** above with these follow-up sentences.

1 I suppose one day they might.
2 It's so annoying!
3 Hopefully, we will be able to eventually.
4 But I know that's never going to happen.
5 Maybe one day they will.

4 Look at pictures **a-e** below. Are the speakers expressing regret or criticism?



5 Write *wish* sentences which could follow these beginnings.

a I'm really tired, but I can't sleep at night. I wish I could sleep at night.
b The weather's too hot at the moment.
c People drive too fast in the city centre.
d The streets are very dirty.

6 Complete these sentences with your own ideas, then compare your sentences with those of other students.

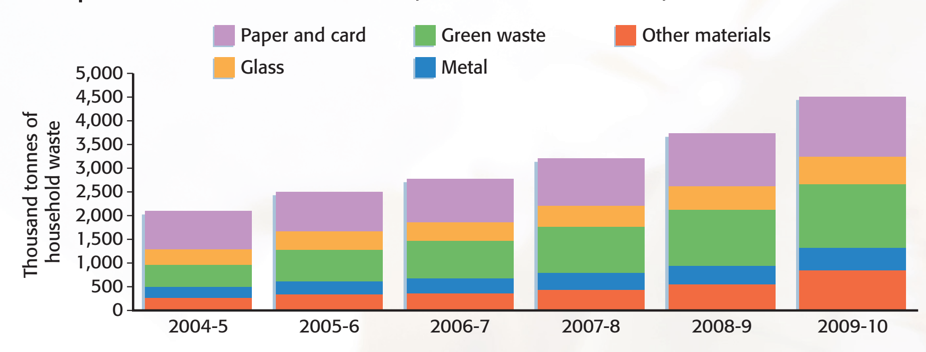
a I wish I was ... **b** I wish I could ... **c** I wish people would ...

Reading A report based on statistics

Interpret and discuss

1 Look at this bar chart. What does it tell you? Discuss your ideas with a partner and write down three key facts illustrated in the chart.

Example: *In 2009-2010, a total of 4.5 million tonnes of household waste was recycled.*



Read and reflect



2 Read this report based on the chart in exercise **1**.

a Does it contain any of the key facts you wrote down?
b One piece of information in the report is incorrect. Can you find it?

Waste and recycling 2005-2010

Key facts



During the year 2009-2010, 4.5 million tonnes of household waste was recycled.



This is almost twice the amount of waste recycled in the year 2006-2007.



Five different types of waste were measured: *Paper and card*, *Glass*, *Green waste*, *Metal*, and *Other materials*.



In the first year of the survey, more paper and card was recycled than any other material, but by 2009-2010, *Green waste* was the largest component with about 30 percent of the total.



In 2009-2010, the second largest component was *Metal*, 28 percent, then *Glass*, 20 percent.



There was also an increase in the amount of *Other materials* recycled.



3 Write a paragraph of 35-50 words headed 'Conclusion' to summarise the key points given in exercise **2**.



You are going to write a report based on waste and recycling statistics.

Writing A report

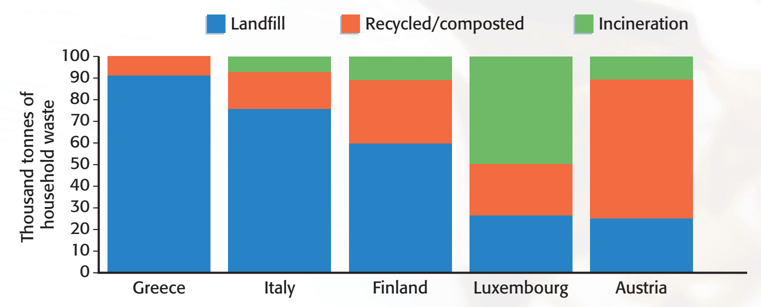
1 Read the report again and discuss these questions with a partner.

a What do you notice about many of the verbs in this report?
b Why does the writer use the symbol [♻] as bullet points in the *Key facts* part of the report?

Planning and writing

2 You are going to write a short report containing information shown in the bar chart below.





a Look at the chart. What does it tell you? Discuss your ideas with your partner and write down four or five key facts.
b How do the five countries compare with each other? For example, which country recycles the most material? Which country buries most waste in landfill sites?
c What conclusions can you draw from this chart? (You can include ideas of your own that are not given in the chart.)

3 Write your report in 100-120 words. Use the two headings: Key facts and Conclusions, and expressions from the *Useful Language* box below. Keep your language simple and your sentences short. Use bullets [·] to separate points.

Check

4 When you have finished writing, read your report carefully.

a Check spelling, grammar and punctuation.
b Exchange reports with a partner. As you read what your partner has written, ask yourself these questions:
- Has he / she included all the most important key facts? (Refer back to the chart.)
- Are the conclusions sensible and correct?

c Return your partner's report and exchange thoughts and ideas.

USEFUL LANGUAGE

X percent of waste material was recycled / burnt / buried in a landfill site.
The main method of getting rid of waste in Greece is ...
Of all the countries, Greece buries the most waste in landfill sites.
Austria burns 10 percent of its waste, whereas Luxembourg burns 50 percent.
In comparison with Austria, Finland recycles ... half / a quarter / twice / three times as much / much more / less ...

Quote "It's an illusion that the solution to pollution is dilution!"
Author Unknown

Review 1, units 1-3

MODULE 1: World issues



Grammar and Vocabulary

1 Choose the correct form, past simple or present perfect simple, of the verbs in this article.

Throughout history people (1) *moved / have moved* from one country to another. Some of these migrants (2) *chose / have chosen* to emigrate, while others (3) *had / have had* to move because of wars or natural disasters or for economic reasons. Here are some facts and figures.

- During the period 1970–2000, the number of migrants in the world (4) *rose / has risen* from 82 million to 175 million.
- In recent years migration into Europe and Russia (5) *increased / has increased* sharply, while in many other parts of the world numbers (6) *fell / have fallen*.
- In Australia, since 1945 over six million people (7) *arrived / have arrived* to settle.

In each ten-year period from 1950 to 2000, over a million migrants (8) *entered / have entered* the country.

2 Copy and complete these conversations with the correct form, present perfect simple or present perfect continuous, of the verbs in brackets.

a **Yousef:** Hi, Khaled, this is Yousef.
Khaled: Hi, Yousef.
Yousef: Where .... (you be)? I .... (try) to phone you all morning.
Khaled: Sorry, I .... (sort out) my bedroom cupboards all morning.

b **Amina:** Hello, Nada. I .... (not see) you this week. What .... (you do)?
Nada: Hi, Amina. I .... (help) my mother. We're having a family celebration at the weekend.
Amina: What .... (you do) to help?
Nada: Lots of things. But mainly I .... (prepare) the food and I .... (tidy) the house.

c **Ali:** You look very tired. What .... (you do)?
Hani: I .... (play) football all morning.
Ali: You look really hot, too.
Hani: I am hot. I .... (not have) a cold drink since breakfast.

3 Copy and complete this story with the correct form of verbs from the lists that appear before each paragraph. Use the past simple, past continuous, present perfect or past perfect.

The dying town: a modern myth

be call die spend fly away happen recycle turn wake up

Greenchester was a good place to live. It had parks, forests and lakes where people (1) .... their free time. It was a very clean place because everybody (2) .... all their rubbish. But one morning the people of Greenchester (3) .... to find that during the night their town (4) .... grey. The sky, which (5) .... (always) blue, was grey that morning. Most of the plants and trees (6) .... and the birds (7) .... The people were angry, so they (8) .... the Mayor. "Something (9) .... to our town during the night. It's dying. We must do something."



be discuss expect go not know realise turn

The people (10) .... the Mayor to find the answer to their problem but he (11) .... why Greenchester (12) .... grey. He (13) .... the problem for several days with his advisors, then they suddenly (14) .... that the cause of the problem might be the landfill site on the edge of the town. Although it (15) .... there for as long as anyone could remember, very few members of the public ever (16) .... there.

bury find poison recycle visit

When the Mayor (17) .... the landfill site, he (18) .... that it was full. The fumes from the unburied rubbish (19) .... Greenchester. The people thought they (20) .... their rubbish, but in fact, the council (21) .... it in the landfill site. The people were furious and the Mayor had to resign.



4 Write *wish* sentences in response to these statements.

- a Many people in my village smoke too much. *I wish people in my village would smoke less.*
- b There are too many adverts on television.
- c Our city doesn't collect rubbish often enough.
- d I'm not good at maths.
- e I can't read very quickly.

5 Complete these sentences with words derived from the words in brackets.

- a Many people find out about the world by reading a .... (day) newspaper.
- b During the storm, there were .... (chaos) scenes in the city.
- c Omar felt very .... (guilt) even though the accident was not his fault.
- d The .... (major) of people never commit a crime.
- e No rain has fallen in the region for two years. This has had a .... (disaster) effect on crops.
- f And because there was no clean drinking water, ...s (infect) spread very quickly through the population.



6 Choose the correct phrasal verbs in these sentences.

- a In my city, the council is *going along with / running out of* space for new houses.
- b Our town is trying hard to *come up against / cut down on* the amount of waste it buries in the ground.
- c Students should read newspapers to make sure they *keep up with / look forward to* national and international news stories.
- d I'm looking for a new flat. I can't *come up with / put up with* the noise of the traffic any longer.

Optional

Project 1: Producing a set of recommendations



You are going to produce a set of recommendations to improve life in your town or city. Work in pairs or groups.

Stage 1 Assessing the current situation

a Discuss the advantages and disadvantages of life in today's towns and cities. The photographs on this page will give you some ideas.

b Make notes under these headings:

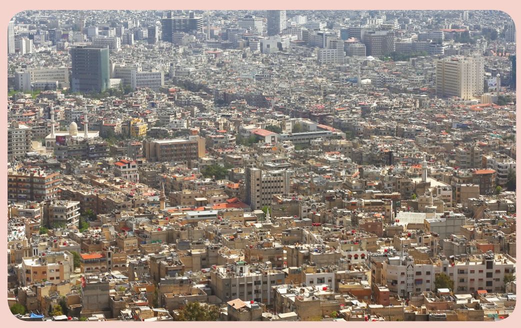
Advantages	Disadvantages



Umayyad Mosque. It is one of the oldest mosques in the world.



The city of Hong Kong



A city in Syria

Stage 2 Reading and discussing

a Read this letter which someone has written to a newspaper. Which of these aspects of modern city life does the writer complain about?

- Pollution
- Travelling into and around the city
- Shopping
- Lack of open space
- Housing
- Sports facilities



Dear Sir / Madam,
There's a lot I enjoy about living in our city. The new out-of-town shopping areas have a good range of shops and are very convenient to drive to. And the
5 new sports facilities in the same areas are excellent.
The city centre itself, however, is a different matter. Driving to work in the mornings often takes me over an
10 hour because there's so much traffic. And the fumes from all the cars, buses and taxis are terrible. I've tried travelling by train, but that's not much better – it's overcrowded, too, and very
15 uncomfortable. We need better public transport, but it would also help if people travelled to work at different times of the day.

I've been thinking of buying a flat in the
20 city centre – it would make my life a lot easier, but they're all too expensive. I can't afford even the smallest flat. We urgently need more small flats for young office workers like me.
25 The parks and other open spaces in the city have improved recently, but we need more of them. They're full for most of the day, and the situation is especially bad at lunch times.
30 I suggest that all the residents of the city get together and agree on a new set of recommendations to improve life here.
My first recommendation would be
35 this: "It would be a good idea if private motorists parked their cars outside the city, and then walked into the centre."

b Which of the aspects of life in your city could be improved? Compare and discuss ideas.

Stage 3 Accepting recommendations

a List five aspects of life in your city that you would most like to improve.
b Discuss ideas that might help with this improvement.
c Write a recommendation for each of the five aspects. Use expressions from the *Useful Language* box below.

Stage 4 Presenting recommendations

a Pairs or groups take turns to present their recommendations to the rest of the class. Be ready to explain how your ideas would improve life in your city.
b Now have a class vote on the best set of recommendations.

Useful Language

Expressing recommendations

It would (also) help if people ...
It would be better if ...
I suggest that ...
It would be a good idea to ...

It would be sensible for people to ...
I don't think motorists should ...
Whenever possible, motorists should ...







Unit 5: A world of plants
Do you like nature?



Unit 6: Under threat

How can people protect threatened animals?



Key words

Unit 4: climate, cultivate, dust, erode, graze, population, risk, soil, survive, wildfire

Unit 5: biome, dome, environmentalist, exotic, greenhouse, humidity, temperate, waterfall

Unit 6: camouflage, congregate, endangered, evade, extinction, habitat, predator, shallow, species, threat

Outcomes

You will be able to:

- listen to a talk and description, and demonstrate understanding
- give explanations and describe experiences
- talk about cause and effect
- read for gist and detailed information
- give opinions / make decisions
- present ideas and suggestions
- write an account of a visit

UNIT 4

The Earth at risk

MODULE 2: Natural world

Grammar
Giving explanations
Talking about cause and effect

Vocabulary
Climate and weather
Prefixes: *re-*, *mis-*

Reading
Reading for gist and detailed understanding
Checking the meaning of reference words

Listening
Listening to sentences with stressed syllables

Speaking
Describing places in detail

Writing
A reply to an email





Discuss

1 Look at the photographs and discuss these questions.

- **a** What kinds of areas do these photos show?
- **b** What is life like for people, animals and plants in areas like these?
- **c** What environmental problems are associated with these areas? What are the causes of these problems? How could these problems be solved?

2 These words are from the article on page 35. Match each word with its correct meaning. Compare your answers with those of your partner.

a	climate	**1**	dry powder made of very small pieces of earth
b	cultivate	**2**	to stay alive
c	dust	**3**	to destroy slowly
d	erode	**4**	weather conditions in an area over a period of time
e	graze	**5**	what plants need to grow in
f	soil	**6**	fire that spreads very quickly
g	survive	**7**	to put animals in a field so that they can eat the grass
h	wildfire	**8**	to use land for growing crops

Factfile

- Every year 5 million hectares of land worldwide become desert.
- Since the 1950s, 9 million hectares of land in China have turned into desert.
- Desertification affects 74% of the land of North America.
- In Africa 73% of the drylands are affected by desertification.
- Dust from African deserts can reach cities in Asia and even Europe.
- 5000 years ago, the Sahara Desert was covered with grass and other plants.

Read

3 Now read the article. What are the causes of the problem described in the article?

The spread of the desert

Desertification /dɪˌzɜːtɪfɪˈkeɪʃən/, which is the process in which productive land changes into desert, is an increasingly serious problem in over a hundred countries of the world. One billion people, out of a total world population of six billion, suffer from **its** effects.

Desertification usually occurs in dry areas where there is no rain and where the climate is harsh. In 5 these places, the top layer of soil is destroyed so that the land can no longer be used for growing crops or grazing animals. This means that people who depend on the land for food have to move to 'greener' areas in order to survive. A proportion of the population may survive by moving, but others may die because of shortages of food and water.

Although natural changes in the climate often start the process, the activities of human beings are 10 often the real cause of desertification. Because there are growing numbers of people to feed, farmers tend to overcultivate their land, with the result that the soil becomes poor and unproductive. Other farmers overgraze /ˌəʊvəˈgreɪz/ their land and this permanently kills off grass and other plants. In addition to the effects of farming, deforestation – the cutting down of trees – also erodes the soil. Trees are usually cut down to make more agricultural land, but once there are no longer trees and 15 plants on an area of land, there is nothing to stop the wind and rain from blowing or washing away the top layer of soil. The dust which this produces can travel long distances and affect the health of people living in cities thousands of kilometres away.

But this is not the end of the story: desertification can create conditions which produce strong winds and dangerous wildfires and this leads to even greater pressure on the Earth's most precious resource, 20 water.

Check your understanding

4 Read the article again, then match each sentence beginning **a-d** with the correct ending **1-4**.

Beginnings

- **a** A sixth of the world's population ...
- **b** Severe climatic conditions ...
- **c** If the top layer of soil is destroyed ...
- **d** People who cannot escape from desert areas ...

Endings

- **1** ... can destroy the top layer of soil.
- **2** ... is affected by the problem of desertification.
- **3** ... are in danger of dying from starvation.
- **4** ... the land cannot be used for farming.

5 What does the word *its* (line 3) in bold in the text above refer to?

Think and speak

6 Discuss this question with other students.

In some parts of Africa, desert areas are becoming green again. What can be done to slow down the process of desertification and speed up this greening process?

Vocabulary Climate

1 Complete this text with appropriate words from the list below.

average cloudy cold crops dry hot
lightning rain stormy sunny weather

How is climate different from weather?
Weather is what happens to the air and the atmosphere outside. It may be cold or (1) .... , wet or (2) .... It can be calm or (3) .... , clear or (4) .... The atmosphere changes depending on whether it's rainy or (5) .... Thunder and (6) .... are also part of weather. Climate, on the other hand, is the (7) .... weather in a particular place over a long period of time. A place where it doesn't (8) .... over many years has a dry climate. A place with low temperatures for most of the year has a (9) .... climate. Here in Syria we celebrate wet weather because we need the rain. Information about climate is useful for (10) .... forecasting. It also helps farmers to know when it is the best time to plant their (11) ....

2 Discuss these questions in pairs or groups.

a Describe the climate of your country. Talk about the weather at different times of the year and different times of the day.

b What would be your perfect climate?

Prefixes: *mis-*, *re-*

3 Match the two prefixes **a-b** below with these meanings:

again wrongly or badly

a *re-*

1 I spilt tea on my homework, so I had to ***re****write* it.

2 During the storm, three houses were destroyed and had to be ***re****built*.

b *mis-*

1 I ***mis****heard* you. I thought you said we'd meet at 9 o'clock.

2 The children were very good. None of them ***mis****behaved* in any way.

Note

A prefix is a word or group of letters which is added to the beginning of a word and changes its meaning. Example: *misunderstand* = to fail to understand something correctly. (*mis* means wrongly.)

Pronunciation: Rhythm (1)



4 (4.1) In spoken English we alternate strong and weak syllables, stressing new or important words. Listen to and repeat these two sentences.

The <u>wea</u>ther's <u>cold</u> to<u>day</u>. He <u>does</u>n't <u>like</u> the <u>rain</u>.



5 (4.2) Listen and underline the stressed syllables in these sentences.

a I'm feeling warmer now.

b They're cutting down that tree.

c The climate's better here.

d What's the weather like?



6 (4.2) Listen again and repeat. Stress the underlined syllables.

Grammar Explanations and results Activity Book Grammar file pages 84-85

1 Which words or phrases in these sentences from the article on page 35 introduce explanations?

- **a** Some people move to greener areas in order to survive.
- **b** Because there are growing numbers of people to feed, farmers tend to overcultivate their land.
- **c** Trees are usually cut down to make more agricultural land.

2 For the three sentences above write questions with *Why*.

1a Why do some people move to greener areas?

3 Answer these questions with your own ideas, using explanation words or phrases.

- **a** Why do some farmers overcultivate or overgraze their land?
- **b** Why do some countries need more agricultural land?
- **c** Why is the problem of desertification getting worse?
- **d** Why do some people die in desert areas?

4 Which words or phrases in these sentences from the article on page 35 link an action with a result?

- **a** ... the top layer of soil is destroyed so that the land can no longer be used for growing crops.
- **b** ... the activities of human beings are often the real cause of desertification.
- **c** ... farmers tend to overcultivate their land, with the result that the soil becomes poor and unproductive.
- **d** ... this leads to even greater pressure on the Earth's most precious resource, water.

5 Complete these sentences with your own ideas.

- **a** More and more forests are being cut down, with the result that ...
- **b** Dust from Africa which reaches large modern cities is the cause of ...
- **c** Forests are cut down so that ...
- **d** Some areas of land are being reclaimed from deserts. This can lead to ...

6 Discuss one of these two environmental problems in groups. Describe the problem and talk about the results.

Flooding – caused by rising sea levels
Pollution – resulting from industry and traffic





Speaking Describing photographs

Introduction: Note taking

1 Work in pairs.

a Student A: Look at photographs 1 and 2.
Student B: Look at photographs 3 and 4.
b Make notes about your two photographs.
1 What can you see in each photograph?
2 What do your photographs have in common?
3 How are they different?
c Prepare to speak for one minute about your two photographs. Use some of the expressions from the *Useful Language* box below.



Speaking

2 Describe your photographs to your partner.

a Take turns to talk about your photographs. Look at your notes, but don't read them word for word.
b When your partner has finished speaking, say whether you agree with what he or she has said.


1


3


2


4

USEFUL LANGUAGE

You can see ...
On the left / right of the photo, ... / In the middle ... / At the top / bottom ...
It seems that ... / It's clear that ...
Both photographs / pictures show ...
The photographs / pictures illustrate different aspects of ...
The problems are caused by / are the result of ...

Quote "Take care of the Earth and it will take care of you."
Author Unknown



You are going to write a reply to an email on water shortage, suggesting ways of consuming less water.

Writing A reply

Read

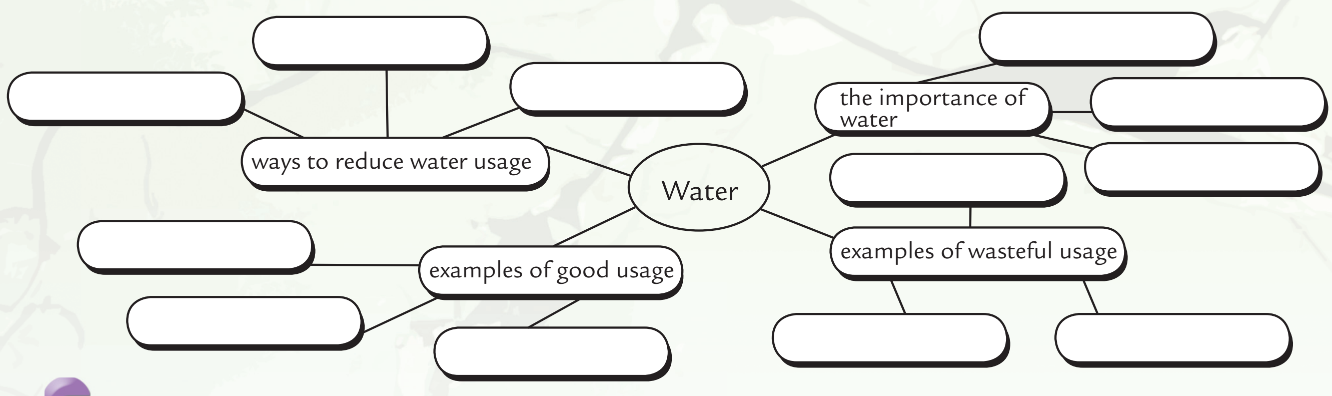
1 Read this email from a leading scientist on water shortage. Then, look at the incomplete spidergram and complete it with your own ideas.

Dear ...
One of the most important issues in the 21st century is the scarcity of fresh water. A lack of water presents major hurdles to human development. Aside from fulfilling our need to drink, fresh water also plays a central role in agricultural production.

Water preservation is a major global challenge. Greater development and a perpetually increasing population has led to unprecedented demands on all of our resources, which has in turn led to an increased water shortage. This has prompted Syria to support new water conservation programmes, which improve the efficiency of irrigation systems in rural areas. This includes empowering local cooperatives in the implementation of their knowledge to help improve lives through the conservation of water.

Ultimately, we need to curtail the unwarranted consumption of water if we are to prevail over the challenges facing Syria today. Do you have any suggestions about how average Syrians can contribute to cutting back on water? Please let me know your ideas.

Many thanks
Dr Abdulhameed



Planning and writing

2 Using your spidergram, write a reply to the above email, suggesting ways in which Syrians can consume less water in their day-to-day lives. Make the email around 100-120 words and include two or three suggestions.

Check

3 When you have finished writing, read your email carefully.

- **a** Check spelling, grammar and punctuation.
- **b** Exchange emails with a partner.

UNIT 5

A world of plants

MODULE 2: Natural world

Grammar
Explaining possibilities: *must be / can't be / might have been*, etc.

Vocabulary
Things that grow
Adjectives and prepositions

Reading
Reading an article
Reading a sample account of a visit

Listening
Listening for gist and detailed information

Speaking
Discussing photographs

Writing
An account of a visit

Discuss



1 Read the article on the Eden Project below.

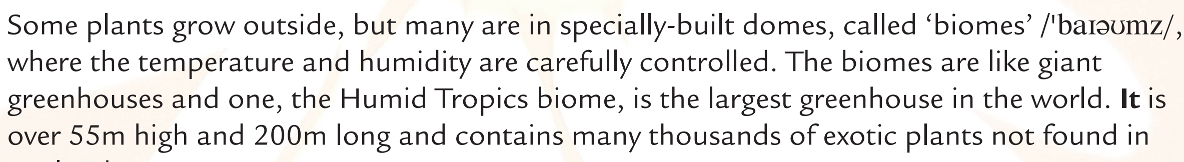


A whole planet under glass

The Eden Project, which opened in the year 2000, is a living plant museum in the countryside in the south-west of England. It is a very popular attraction and millions of visitors come every year to see plants from all over the world growing in this special environment.

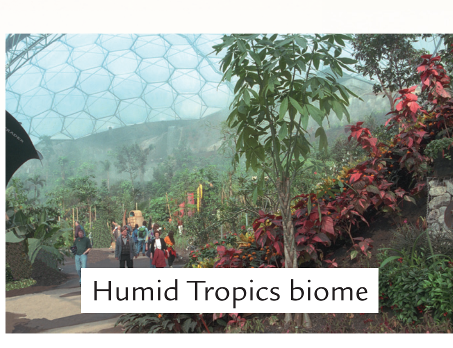


Some plants grow outside, but many are in specially-built domes, called 'biomes' /'baɪəʊmz/, where the temperature and humidity are carefully controlled. The biomes are like giant greenhouses and one, the Humid Tropics biome, is the largest greenhouse in the world. **It** is over 55m high and 200m long and contains many thousands of exotic plants not found in England.



One of the purposes of the project is to show how dependent human beings are on plants and to educate people on the importance of preserving our natural environment. Aside from the plant life, the Eden Project has fascinating interactive exhibits for people of all ages. Many of the visitors are groups of school children and the Eden Project combines educational value with scientific interest and a huge variety of spectacular plant life.

a What is special about the Eden Project?
b How do you evaluate the purpose of the project?
c Who visits the Eden Project? Why?
d Would you like to visit the Eden Project? Why?
e What attracts your attention in these two pictures?
f What does the word *It* (line 8) in bold in the text above refer to?
g What educational uses could the Eden Project serve?



Humid Tropics biome

Listen


2 (5.1) Listen to five people talking about the Eden Project. Why didn't one of the speakers enjoy the visit?

3 Match the words below with their meanings. Use a dictionary to help you check your answers.

a	environmentalist	**1**	not too hot or too cold
b	exotic	**2**	to stop harm or damage
c	protect	**3**	someone who tries to protect the environment
d	temperate	**4**	a flow of water from a river or stream falling from a height
e	waterfall	**5**	unusual, foreign

Check your understanding


4 (5.1) Listen again and complete these statements.

a Speaker 1 took his .... to the Eden Project.
b Speaker 1 found the Eden Project surprisingly ....
c Speaker 2 went on a .... trip to the Eden Project.
d Speaker 2 found out information from a .... by an environmentalist.
e Speaker 3 went to the Eden Project on a .... day in summer.
f Speaker 3 thought that the Eden Project would be an .... place to work.
g Speaker 4 started his visit in the .... section.
h Speaker 4 thought the waterfall was the .... thing about the Eden Project.
i Speaker 5 spent .... hours at the Eden Project.
j Speaker 5 is going to come back to the Eden Project in .... years' time.


5 (5.1) Match these sentence beginnings **a-e** with the correct endings **1-5**. Listen again to check your answers.

a Inside the biggest dome ... (Speaker 1)
b After her visit to the Eden Project, ... (Speaker 2)
c The Eden Project was very busy when this speaker went because ... (Speaker 3)
d To get from one biome to another, ... (Speaker 4)
e In five years, this speaker is going to return to the Eden Project ... (Speaker 5)

1 ... this speaker decided to study biology.
2 ... to see how the plants have changed.
3 ... it feels as if you are in a rainforest.
4 ... it was the middle of summer.
5 ... you have to cross a bridge.

Think and speak

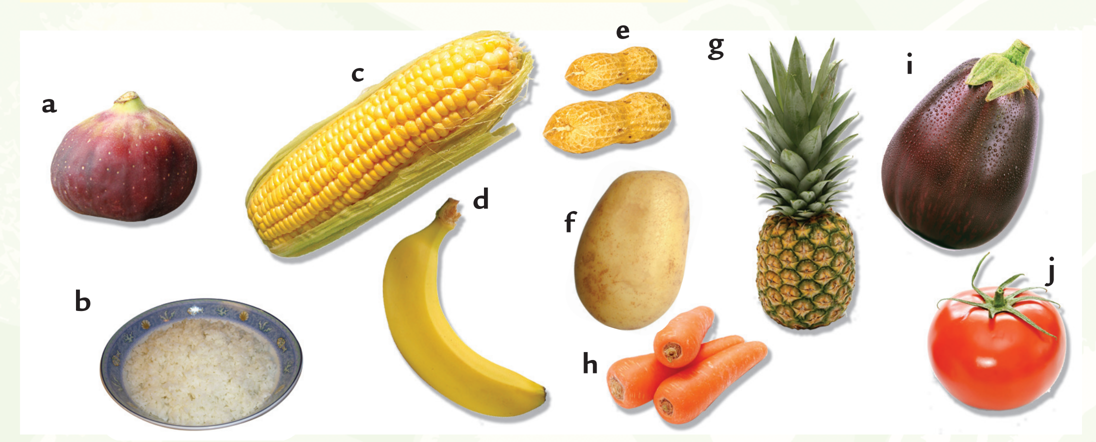

6 Discuss the following question in pairs or groups.

The article says that one of the purposes of the Eden Project is to show *how dependent human beings are on plants*. How and why do you think human beings are dependent on plants?

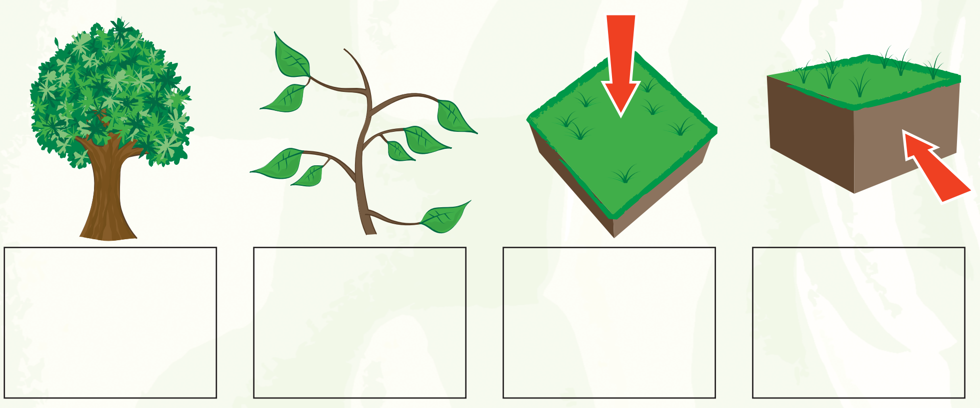
Vocabulary Things that grow

1 Match these words for things that grow with the illustrations.

aubergine banana carrot corn fig
peanuts pineapple potato rice tomato



2 Where do these things grow: on a tree, on a plant or bush, on the ground or under the ground? Complete this diagram, adding words from the list in exercise **1** in the correct place.



Adjectives + prepositions

3 Complete these sentences with the correct prepositions from the list. You will need to use some prepositions more than once.

for from in of on with

a Human beings are dependent .... plants.
b While she was at the Eden Project one girl became very interested .... biology.
c I've never been keen .... museums.
d The Eden Project is quite different .... a normal museum.
e On wet days the biomes are full .... visitors sheltering from the rain.
f Visiting the Eden Project makes you aware .... the importance of plants.
g The Eden Project is particularly famous .... its huge biomes.
h It's expensive to get into the Eden Project, but we were very satisfied .... our visit.

Grammar Explaining possibilities
Activity Book Grammar file page 85

1 What are the differences in meaning between these pairs of sentences? Match the sentences in each pair with one of the meanings given.

a
- It can't be an interesting place to work.
- It must be an interesting place to work.

1 You feel sure it is.
2 You feel sure it isn't.

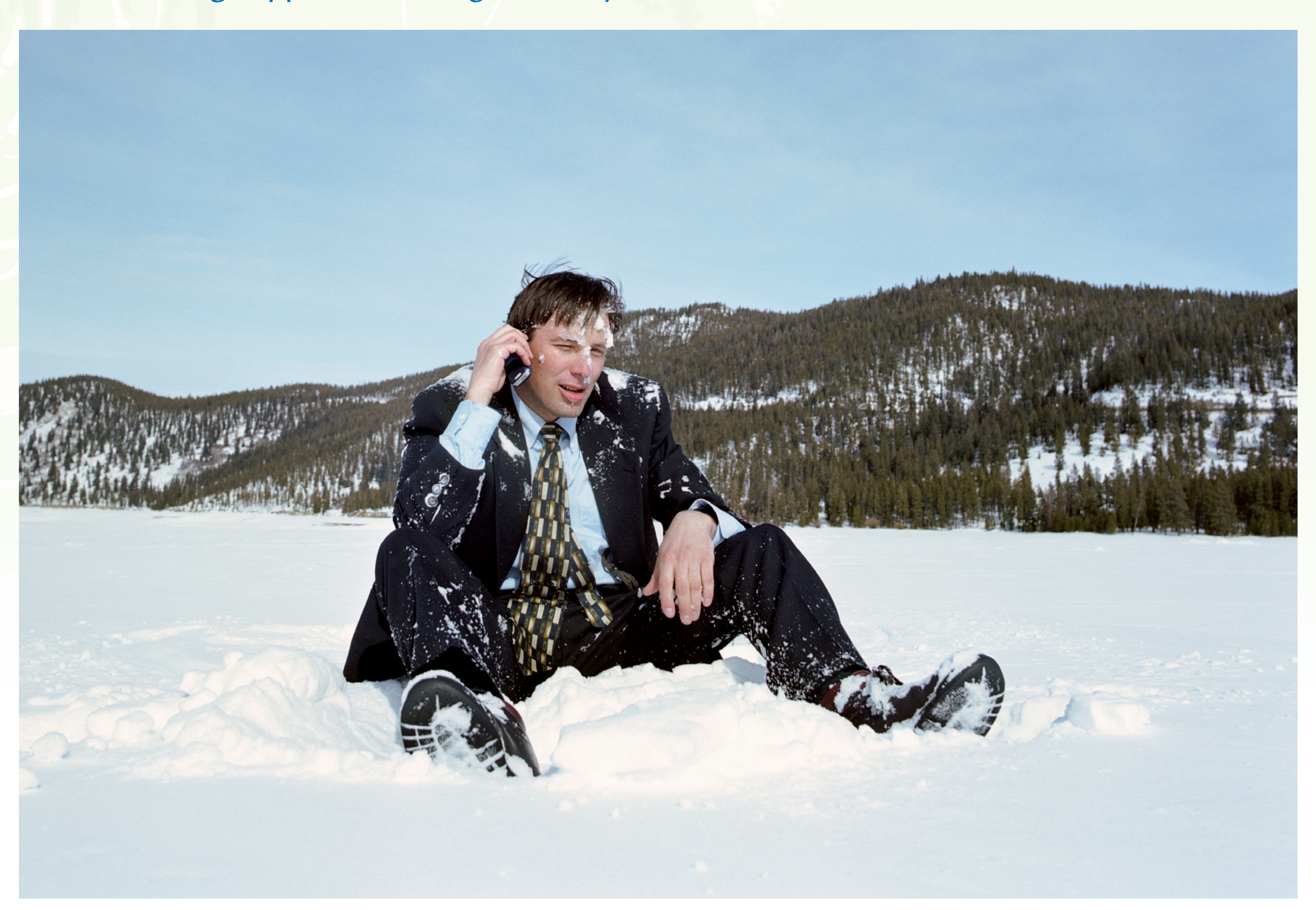
b
- The crowds might have spoiled it for me.
- The crowds might spoil it for me.

1 You think it is possible in the future.
2 You think it was possible in the past.

c
- Some people might have come from Africa.
- Some people must have come from Africa.

1 You think it was possible.
2 You feel sure it was possible.

2 Work in pairs. Look at the photo and say what you think happened just before and just after the photo was taken. Make sentences using *must have* or *can't have* if you feel sure that something happened, and *might have* if you are not sure.





Speaking Discussing photographs

Discuss



1 Look at the photographs and discuss these questions in pairs.

a Why do people visit the places you see in the photographs? What can they see and do there?
b Which of the places in the photos would you most like to visit? Why?
c What was the last place you visited? Did you enjoy your visit? What did you learn from your visit?



Umm al-Touyour, Syria

The Sphinx, Egypt

Read and analyse



2 As you read this sample account of a visit, make a list of the positive and negative points.

Our Visit to Apamea

Ahmad and I have just got home from a two-day visit to Apamea. It was only a short visit but I will remember it forever. Apamea is an ancient site on the bank of the Orontes River. There are extensive ruins which tourists can walk around and where they can learn about many different civilisations.



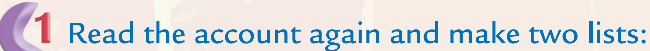
Apamea, Syria

We arrived on Tuesday evening and the first thing we did was set up our camp. The sky was very clear and we could see millions of stars. The next morning was very hot but we visited the Roman city. There were enormous columns and high walls which I thought were amazing.

The next day was another scorching hot day and we climbed up the hill to the medieval citadel. I didn't think the ruins were as interesting, but the views from the top were incredible and we could see a long way across Syria. As the sun went down over the plain, we saw the buildings change colour, from a dark red to pink and purple. It was an amazing sight I will never forget.



You are going to write an account of a visit you made.



Writing An account of a visit

1 Read the account again and make two lists:

- Facts about Apamea: *Apamea is an ancient site on the bank of the Orontes River*.
- The writer's opinion of the visit: *I didn't think the ruins were as interesting.*



Planning and writing

2 Plan your own account of a visit you made.

a Choose a visit to a tourist site in Syria that you remember well.

b Make a note of **Facts** about the place and your **Opinions** of your visit. Think about these aspects of the visit:

- The place itself; its purpose; what you did
- The weather conditions
- What you saw; what you did

c Make a paragraph plan, starting a new paragraph for each new stage or aspect of the visit.

3 Write your account in 100-120 words.

Use ideas from the sample account and expressions from the *Useful Language* box below.

Check

4 When you have finished writing, read your account carefully.

a Check spelling, grammar and punctuation.

b Exchange accounts with a partner. As you read what your partner has written, ask yourself these questions:

- What have I found out about the place he / she visited?
- Has he / she included some interesting facts?
- Do I know what he / she thought or felt about the visit?

c Return your partner's letter and exchange thoughts and ideas. You could ask each other questions.

USEFUL LANGUAGE

Time expressions	Expressing opinions	Remembering
We arrived on (day) at (time). The next day ... That same day / evening ... The first thing we / I did / saw was ...	It felt like ... For me, the best / worst thing was ... I didn't know what to expect. What surprised me was ...	I'll remember ... forever. I'll never forget ...

Quote "A man doesn't plant a tree for himself. He plants it for posterity."
Alexander Smith

UNIT 6

Under threat

MODULE 2: Natural world

Grammar
Describing processes (revision of passive verb form)

Vocabulary
Animals

Reading
Reading for gist and detailed understanding

Speaking
Role play: Expressing opinions / making decisions

Writing
A report

Discuss

GUESS!

1 Guess and answer as many of these quiz questions as you can.

Sand gazelle quiz

a Which region does the sand gazelle live in?
- A South America
- B North America
- C Europe
- D Arabian Gulf and North Africa

b What is the sand gazelle's natural habitat?
- A Desert
- B Mountains
- C Forests
- D Zoo

c What is the top speed of a sand gazelle?
- A 50 km per hour
- B 80 km per hour
- C 95 km per hour
- D 120 km per hour

d What is the natural diet of a sand gazelle?
- A Desert plants
- B Ants
- C Fish
- D Small mammals

e How much does a sand gazelle weigh?
- A Up to 15 kg
- B Up to 20 kg
- C Up to 10 kg
- D Up to 25 kg

f What are the two main threats to the gazelle?
- A Predation by larger mammals and disease
- B Loss of habitat and disease
- C Loss of habitat and hunting
- D Hunting and predation by larger mammals

Read



2 Before you read the article about sand gazelles, match these words with their meanings. Check your answers in a dictionary.

a	congregate	**1**	the death of a type of animal
b	extinction	**2**	without depth
c	evade	**3**	come together, often in a large group
d	predator	**4**	an animal that kills and eats other animals
e	shallow	**5**	escape or avoid



3 Read the article about sand gazelles on page 47. How many of your answers to questions 1 a–f were correct?

The Sand Gazelle

A The sand gazelle, or goitered gazelle, is a horned animal that lives across the Arabian Gulf and North Africa. Originally found in all Arab countries, it is now extinct in Iraq, Kuwait and Yemen and endangered /ɪn'deɪndʒərd/ everywhere else, including Syria.

B In the summer months, sand gazelles live in small family groups of around ten individuals. During
5 the winter, **they** congregate in larger herds. They are ideally suited to the desert environment with their white heads and sand-coloured bodies. This allows them to blend into the desert, camouflaging them from predators.

C Sand gazelles are small mammals, weighing only 20 kg. However, they are very quick and have been known to reach speeds of almost 100 km per hour. They are excellent jumpers and use **their**
10 speed and agility to evade the attention of predators.

D Sand gazelles eat around 6 kg of plants per day – consuming the shoots, roots, leaves and stems of desert plants – around a third of their overall bodyweight. They drink 3 litres of water per day and in the hottest season dig shallow pits and lie on the cooler soil.

E The sand gazelle is in danger of extinction, mainly due to habitat loss and hunting. However,
15 there have been some efforts to save them, and some countries have begun breeding them for release into the wild. There have been some successes, but the battle to save them and other native species continues. In Syria, there is an increasing awareness about the importance of saving wild animals.

Check your understanding

4 In pairs, discuss the following questions.

- **a** How do sand gazelles change their habits in different seasons?
- **b** How does the body of a sand gazelle protect it from harm in the desert?
- **c** Is anything being done to save the gazelles? Explain.
- **d** What do the words *they* (line 5) and *their* (line 9) in bold in the text above refer to?

5 Read the article again and match these headings with the correct paragraphs A-E of the article. There is one heading you do not need to use.

- Saving the sand gazelle
- Special abilities
- Location
- Typical lifestyle
- Diet
- Related species

6 Complete these sentences with information from the article.

- **a** The colouring of the sand gazelle makes it ideally suited to ...
- **b** The sand gazelle digs shallow pits in the ground and ...
- **c** The sand gazelle lives in larger groups during ...
- **d** Sand gazelles are in danger due to ...

Think and speak

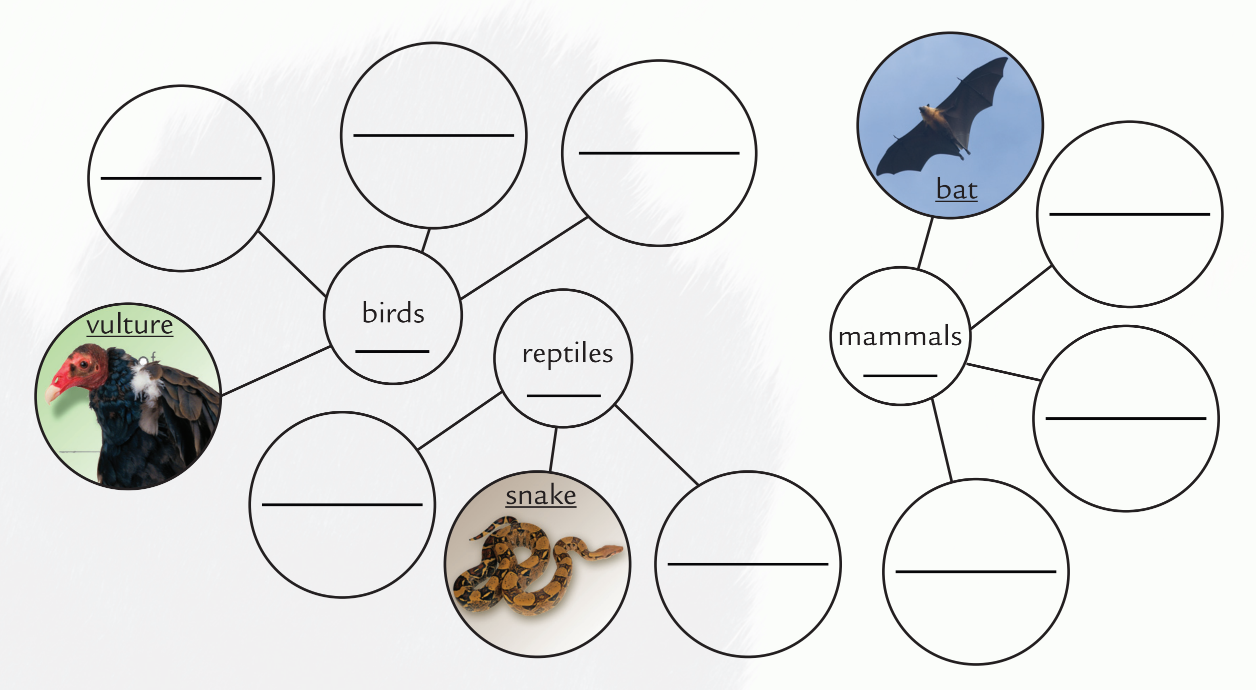
7 Discuss these questions with other students.

- **a** Do you think it is right for people who hunt rare animals to be punished?
- **b** What can organisations and ordinary people do to help protect animals in danger of extinction?
- **c** Why should we protect rare animals?

Vocabulary Animals

1 Match the correct definition **a-c** below with each of the three animal types in this diagram.

a They have warm blood and fur or hair. They feed their young with milk.
b They have dry skin and cold blood. Most of them lay eggs with soft shells.
c They have warm blood and feathers. Most of them can fly.



2 Add the names of these animals to the correct part of your diagram. Use a dictionary to help you.

bat camel eagle lizard mouse owl parrot rabbit snake turtle vulture

3 Add the names of any other animals you know to the correct part of your diagram. What other types of animals do you know about?

Grammar Talking about processes (1) Activity Book Grammar file pages 85-86

1 Note the passive verbs in these sentences.

a Sand gazelles are protected from predators by camouflage.
b They are excellent jumpers and their speed and agility are used to evade the attention of predators.
c If sand gazelles are being threatened, they can run away.
d In recent decades, efforts have been made to save endangered species in Syria.

2 What tenses are the passive verbs in **1a-d**? Write the names of the tenses next to each verb in your list.

3 Discuss these questions with a partner.

a In which two sentences **1a-d** do we know who or what performs the actions?
b Who or what do you think performs the actions in the other two sentences?
c Why do you think the writer does not mention who or what performs the actions in those two sentences?

4 Rewrite sentences **1a-d** using active verbs. You will have to think of a subject for some of the active verbs.

1 a Sand gazelles are protected from predators by camouflage.
Camouflage protects sand gazelles from predators.

5 Discuss these questions in groups.

a What other endangered species of animals do you know about?
b What has been done, or is being done, to protect them and save them from extinction?
c Should alligators and other animals which are dangerous to human beings be protected?

6 Based on your discussion, write two sentences in the active and two in the passive form.



Sand gazelles



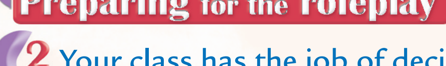
Speaking Role playing

Introduction: the situation

1 Read this situation. Who should decide where to build the new houses?



- The population of your region is growing quickly and in a few years there will be a serious shortage of houses and apartments.
- There is an area very near to your town where new houses could be built, but this area is protected – it is the habitat of a rare type of bird.
- There are two other possible areas:
  1. 5 kilometres away from the town;
  2. 20 kilometres away from the town. A new town and new roads would have to be built here.



Preparing for the roleplay

2 Your class has the job of deciding where the new houses should be built, but first you are going to discuss the problem in groups of three.

a Each student should play one of the roles **A-C** described below.
b Read your role card and decide where you think the new homes should be built. Make notes about your choice of area. Use some of the expressions from the *Useful Language* box below.

Role A – Environmentalist
- You believe in protecting animal habitats.
- You believe that too many new buildings will damage the countryside.
- Your brother's family want to move to the area.

Role B – University student
- You are soon going to leave university and will need a home in this area.
- Your family lives in the town and you would like to live near them.
- You don't think birds are very important.

Role C – Town resident
- Your family have lived in the town all their lives.
- You think your town already has enough inhabitants.
- Protecting animals is not important to you.



Roleplay

3 Work in groups of three – A, B, C.

a First, each 'character' should say where he / she thinks the new homes should be built. Give as many reasons as you can.
b When everyone has expressed his / her opinion, have a general discussion. Try to persuade the others in your group that you are right.
c Organise a vote. What is your group's conclusion?
d Compare your votes to the votes of the other groups in the class.

USEFUL LANGUAGE	
Giving reasons for a choice	**Persuading people your ideas are the best**
There are two reasons why I think we should build the houses here ...	Can you see what I mean?
Firstly, ... / Secondly, ...	Look at it this way: if we build the houses there, ...
The main reason I would choose this area is because ...	If you build them there, it will mean ...

Quote "Animals are such agreeable friends – they ask no questions, they pass no criticism." George Eliot



You are going to write a report to the council making recommendations about where to build houses.



A report

1 This is a report by a group of local business owners who are in favour of the new houses being built on the wetlands near the town. Read the report and fill in the text with suitable titles for the headings.

Organisation of small businesses and the council housing project

1 ______________________

The purpose of this report is to comment on the projected housing development for the local area, with respect to the business community in particular.

2 ______________________

We recognise the needs of the burgeoning population and so, by consensus, are convinced of the need to utilise undeveloped wetlands for construction purposes.

As a result:

- building here will increase demand for services, which the members of our organisation provide.
- any windfall from them will have a knock-on effect on the town and will help to improve the local economy.

3 ______________________

Equally, we are concerned that building the new houses out of town may represent a missed opportunity for this town to expand and modernise. Out-of-town housing will:

- require new shops and so increase competition for local businesses.
- direct investment away from our town at a time of economic recession.

4 ______________________

This group vociferously supports the building of new houses on local wetlands. Whilst we are aware of environmental concerns, the town's economic vitality must precede environmental issues.



2 Now plan a report to the town council with your group.

- Decide what your section headings will be.
- Take into account the views of your classmates in the speaking exercises and the ideas put forward in the report above.
- Make recommendations to the council about where to build the houses.
- Use expressions from the *Useful Language* box below.

3 **a** Write your report in about 100-120 words, using your plan and the business report.
b Check spelling, grammar and punctuation carefully.

USEFUL LANGUAGE
Expressing Possibilities We are concerned that ... may / might / could represent … Perhaps / Possibly / Probably, this will mean that ... In all likelihood ...

Review 2, units 4-6

MODULE 2: Natural world







1 Answer these questions using the information given in brackets. In each answer you should include one of these words or phrases:

because in order to so that to

a Why are forests being cut down? (need more farming land)
  Forests are being cut down because we need more farming land.
b Why do some countries need extra farming land? (grow / food / growing populations)
c Why do people move away from desert areas? (find food and water)
d Why do we need to protect some animals? (not become extinct)
e What is the purpose of places like the Eden Project? (show / our dependence / plants)
f Why are some animals like the sand gazelle under threat? (people / destroy / habitat)
g Why is the ice in the polar areas melting? (climate change / global warming)



2 Rewrite these sentences to include the modal verb phrases in brackets in your answers.

a I know it's true that the world is getting warmer, because the polar ice is melting. (must be)
  The polar ice must be melting because the world is getting warmer.
b The ground is wet here. That means this was almost certainly a lake once. (must have been)
c I'm not sure but I think some parts of the desert were covered in plants and trees. (might have been)
d I'm sure that bats aren't birds – they don't have feathers. (can't be)
e These people are very thin, that's why I'm certain they haven't eaten much food lately. (can't have)



3 Complete these sentences by adding the correct prepositions.

a Oranges are a different colour .... lemons.
b Plants and animals are dependent .... a regular supply of water.
c The Syrian people are aware .... the need to protect their wildlife.
d Dmeir is famous .... its watering system.
e Many people are interested .... the future of endangered animals.



4 Complete this text by using the correct form of the verbs in brackets. You will need to use present and past tenses of active or passive verbs.

Al Ain, an ancient oasis city, is the second biggest city in Abu Dhabi. It (1) .... (locate) 160 km east of the capital and (2) .... (link) to Abu Dhabi City by fast motorways. It (3) .... (take) about 90 minutes to drive between the two cities. Al Ain's International Airport, which (4) .... (open) in 1994, (5) .... (have) over half a million passengers each year. In the past, Al Ain was famous for its traditional system of watering the land. Water (6) .... (direct) through man-made tunnels to local farms. Now, its modern system (7) .... (ensure) that an area of 100 square km around Al Ain (8) .... (cover) in trees and other plants. Even the six-lane roads in the city (9) .... (line) with many different kinds of trees and other plants. Everything (10) .... (water) by a mixture of recycled waste water and desalinated water. Many salad crops (11) .... (produce) by farmers in the area around the city. These (12) .... (include) tomatoes, cucumbers, lettuce and strawberries.



5 Copy and complete these definitions with words from this list. You do not need to use all of the words.

alone climate dust habitat originally
permanent protect soil structure survive

- **a** .... means 'at first' or 'in the beginning'.
- **b** If we .... something or someone, we stop it from being damaged or harmed.
- **c** The opposite of 'temporary' is ....
- **d** The area where an animal normally lives and sleeps is called its ....
- **e** To .... means to stay alive, especially in difficult situations.
- **f** Plants grow in ....
- **g** We use the word .... to refer to the weather conditions that are typical of a country or region.

6 Choose the verb with the appropriate prefix to complete these conversations.

- **a** A: I thought you said we'd meet at 8.30 p.m.
  B: I said 9.30 p.m. You must have *misread* / *reread* my email.
- **b** A: I didn't think I'd spend so much money. I haven't got enough left.
  B: The shop assistant must have *overcharged* / *undercharged* you.
- **c** A: Why aren't you eating those potatoes?
  B: They're too hard. We obviously *overcooked* / *undercooked* them.
- **d** A: Be careful. Those chemicals are very dangerous.
  B: They're only dangerous if you *misuse* / *reuse* them.
- **e** A: I want to listen to that side of the cassette again.
  B: Then you'll have to *overwind* / *rewind* it.

Project 2: Writing a leaflet



As part of a campaign to make people aware of the need to protect the environment, you are going to design and write a leaflet aimed at people of your age. Work in groups of three or four.

Stage 1 Reading and discussing

a Read the leaflet below aimed at persuading one group of people to change their behaviour in a way which will benefit the environment.
   1 Which environmental issue is the subject of the leaflet?
   2 Which group of people is the leaflet trying to persuade?
   3 What ideas are the writers using to persuade these people?

b What has the writer done to make the message of the leaflet clear to readers?

c What do you think about the design and layout of the leaflet? Here are some things to think about:
   - The headlines / slogans – Fed up with getting to work late? etc.
   - The amount of text
   - The use of bullet points – ◗ ◗ ◗
   - The use of punctuation – ? ! etc.
   - The use of illustrations

Fed up with getting to work late?

- Are you one of the thousands of drivers who get to work late because you get stuck in traffic every morning? If you are, here's an idea you could consider.

Why not leave home half an hour earlier?

- If you leave home half an hour earlier, you will miss the rush hour and get to work much more quickly. You will probably arrive at work more than half an hour earlier than usual.
- This may mean you can leave work and arrive home earlier.

Think of the benefits!

- There will be fewer cars on the road so you won't get stuck in traffic jams.
- You will spend less money on petrol and waste less time.
- You will do your job better because you will be fresher when you arrive.
- You will be able to spend more time after work with your family.

Why don't you give it a try? You've got nothing to lose!



Stage 2 Discussion

Discuss these questions with your partner(s). Write notes about main points of agreement.

a What environmental issues directly affect your country or city? The pictures show some of the possible issues.


endangered animals


water shortage


desertification

b Which issues do you think are most interesting to people of your age?

c Which issues could young people become directly involved with?

d In what ways can they become involved? Here are some ideas:

- Collecting money;
- Doing something practical, for example helping to look after rare animals;
- Changing their own behaviour and persuading others to do the same;
- Organising public talks by experts to give people reliable information.

Stage 3 Make your decisions

Decide the following points:

- The issue your leaflet will highlight, and how this affects people of your age in your country;
- Suggestions for action people can take;
- Ideas which you can use to persuade young people that they should do something.

Stage 4 Write your leaflet

a Share the tasks. For example, one student could work on an interesting design, find illustrations, etc.; another could think of suitable headlines or slogans; a third could write the text.

b Each student in the group shows or tells the rest of the group what he / she has done. The group as a whole can comment on this and suggest improvements.

c Each student revises his / her ideas and produces a final version of the leaflet. (You could use a computer to do this if one is available.)

Stage 5 Present your leaflet

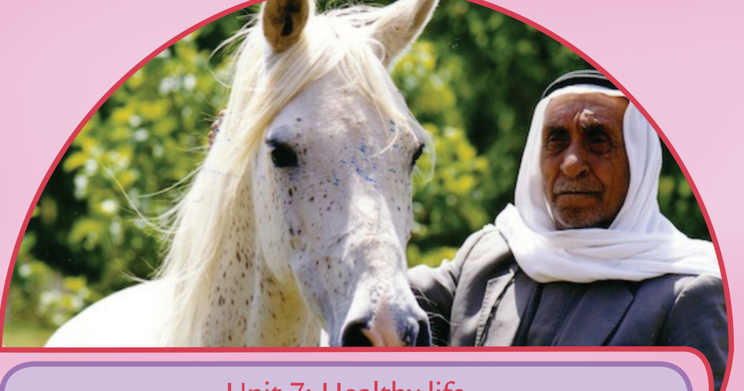
a Groups take turns to present their leaflets to the rest of the class. (Leaflets can be displayed on the classroom walls.)

b Talk about how effective each leaflet is. How persuasive is it?

c You could finish with a class vote: which is the most effective leaflet?

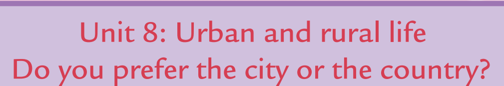


Lifestyles



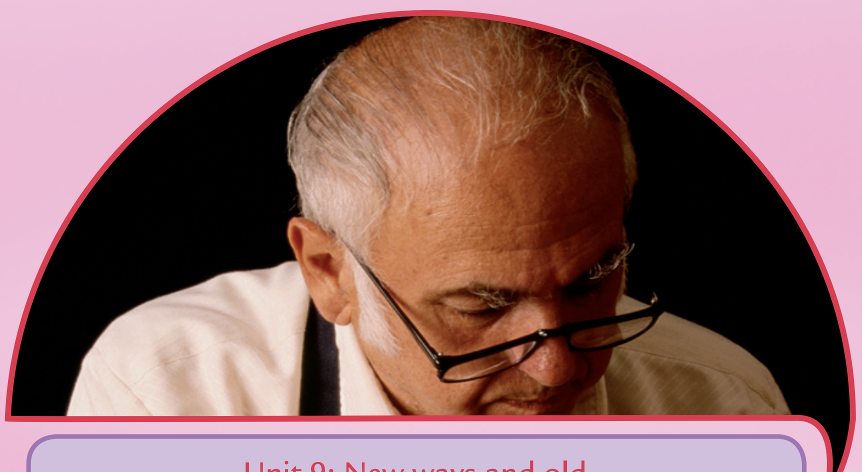
Unit 7: Healthy life
What is the secret of a healthy life?





Unit 8: Urban and rural life
Do you prefer the city or the country?





Unit 9: New ways and old
How have times changed?



Key words

Unit 7: advise, age, colleague, exercise, interact, lifestyle, outlook, secret, socialise, successful

Unit 8: deserted, inhabitant, overcrowding, permanent(ly), phenomenon, profitable, public services, stress, rural, trend, urban

Unit 9: biography, blow, bow, career, cookery, hardworking, hit, pluck, repair, strum

Outcomes

You will be able to:

- listen to a talk and a description, and demonstrate understanding
- compare and contrast
- infer meaning
- write a biography
- give advice
- write a magazine article

UNIT 7

Healthy life

MODULE 3: Lifestyles

Grammar
Reported speech
Direct and reported questions

Vocabulary
Words related to family
Collocations and phrasal verbs with *make* and *do*

Reading
Reading an article

Listening
Listening for specific information

Speaking
Giving advice

Writing
A magazine article giving advice



Discuss

1 The photographs show elderly people with busy, active lives.

a What do you think is the secret of a healthy life? Use the suggestions from the text below and discuss your ideas with other students.

In the last hundred years, people have been living longer and longer. Yet, there are still many aspects of our lifestyles that could be improved. Doctors advise that regular exercise and a healthy diet are crucial to our well-being. Furthermore, it is very important to get enough sleep – 8 hours a night is recommended. Getting enough sleep keeps our minds fresh, but we need to exercise our brains, too. This could involve doing puzzles and crosswords, playing chess or reading a book.

As we get older, it is even more important that we keep busy, interacting with people of all ages and socialising. We should make plans for the future, keep a positive outlook on life and enjoy the support of the family environment.

b What problems do you associate with old age?

c Compare your ideas with those of other students.

Listen



2 (7.1) You are going to hear a journalist talking about old people she has met. As you listen, answer these questions.

a Which countries are the people from?

b How old is each of the four people you hear about?



Check your understanding



3 (7.1) Listen again. Are these statements True or False? Correct sentences where necessary.

a Alberto and Maria have been married for nearly eighty years.
b Since their marriage, Alberto and Maria have spent all their time together.
c Alberto and Maria eat soup or corn for every meal.
d Sunil works sixteen hours a day in the family shop.
e Most of Sunil's customers are friends.
f Sunil and his wife were still school students when they were married.
g Sunil used to work as a fisherman.
h May's husband died twenty years ago.
i May gets up early every morning and walks to the village to buy food.

4 (7.1) What do the words in italics in these extracts from the talk refer to? Listen again if necessary.

a I started in Mexico where I met *the country's* oldest married couple, ...
b They have three sons and three daughters – *the oldest* is 81 years old.
c After that, I travelled to the south of India *where* I met Sunil.
d He described in detail what he and his bride had worn *that day* ...
e I asked him if he had enjoyed his long life – he said with a smile that he'd enjoyed every single day of *it*.



5 Fill the gaps in these sentences with the words from the box.

fathers	parents	children	daughters
husband	sister	uncle	family

In Syria you will rarely find 'old people's homes'. When my (a) .... get old, my (b) .... and I will help look after them. Traditional values teach sons and (c) .... to honour their (d) .... and mothers and show love and care to them as they grow old. Family is very important to everyone, and I am very close to my mother's sister and her (e) .... – my aunt and (f) .... Caring for our (g) .... like this helps us all to live longer, happier lives and we know our (h) .... will one day look after us.



6 Choose the correct word to complete these sentences.

a In Mexico she met the (*Earth's / world's*) oldest married couple.
b Alberto and Maria's son said his parents had (*a simple / an easy*) way of life.
c Sunil says his customers are all his (*near / close*) friends.
d Sunil said he'd enjoyed every (*one / single*) day of his life.

Think and speak



7 In your opinion, what are the best ways for young people to care for the elderly?

Vocabulary

Collocations: make or do

1 *Make* and *do* have similar meanings, but you cannot use them with the same nouns. For example, we say *do a job* but *make an arrangement*. Complete these sentences with the correct form of *make* or *do*.

- **a** The journalist said she was .... research for an article.
- **b** Scientists frequently .... experiments to test their ideas.
- **c** You will have to .... a special effort if you want to pass your exam.
- **d** Can I .... a suggestion? Why don't we .... the shopping together?
- **e** If you .... a mistake, you have to .... your homework again.
- **f** I've .... my decision very carefully.
- **g** I've .... myself a promise. I'm going to .... a success of my new job.
- **h** Last night's storm .... a lot of damage to buildings in our area.

Phrasal verbs with make and do

2 Match the phrasal verbs with *make* in this text with the correct meanings **a–c** below. You could check your answers in a dictionary.

Ibrahim usually arrives at work on time, so his boss didn't know what to (1) make of it when he was an hour late one morning. At first, he thought he might (2) make up an excuse, but decided he must be honest. Ibrahim promised he would (3) make up for the time he had lost by being late.

Meanings

- **a** invent (a story)
- **b** replace something lost or missing
- **c** think about / understand

3 Match the phrasal verbs with *do* in these sentences with the correct meanings **1–4** below. You could check your answers in a dictionary.



- **a** I've hurt my back which means I have to get someone to do my shoes up for me.
- **b** The doctor told my grandmother she'd have to learn to do without sugar.
- **c** We'll have to do the room up before anyone sleeps there.
- **d** Not everyone in our family has a mobile so we can't do away with our landline.

Meanings

- **1** to tidy, redecorate
- **2** get rid of
- **3** fasten / tie
- **4** not have something and manage in spite of this

Grammar Reporting Activity Book Grammar file page 86

1 In these extracts from the recording the journalist is reporting what people said. Complete the sentences using the correct form of the verbs in brackets.

- **a** One of their sons told me that his parents .... (spend) every day of their lives together ...
- **b** He said they .... (always have) a good social life and .... (keep) in regular touch with their family, friends and neighbours.
- **c** He said he .... (be) not sure, but suggested that ...
- **d** He added that they .... (both be involved) in farming for most of their lives.
- **e** Mrs Chin said she .... (never do) paid work.

2 (7.2) Now listen to the sentences and check your answers.

3 In extracts **1a-e**, what were the speakers' actual words?

- **a** My parents spent every day of their lives together ...

4 In these extracts the journalist is reporting the questions she asked. Complete the sentences with some of the words from this list.

if what which who whether where

- **a** I asked their son .... the secret of their healthy life was.
- **b** I asked him .... he remembered his wedding day.
- **c** I asked him .... he had enjoyed his long life.

5 (7.3) Listen and check your answers. In extracts **4 a-c,** what were the journalist's actual questions?

6 Report these statements and questions. The beginnings of the answers are given.

- **a** How long have you been married? *I asked my grandparents ...*
- **b** Do you enjoy spending time with each other? *I asked them ...*
- **c** We don't argue about anything. *They said they ...*
- **d** We're taking our grandchildren on holiday. *They said they ...*
- **e** When did you first meet? *She asked them ...*
- **f** Are you enjoying married life? *She asked them ...*

Reading A magazine article

Discussion: Read and analyse

1 This article was written for a young person's magazine. Which of the following is the best title for the article?

- Being punctual at work
- Making friends with your colleagues
- So you want to be a good colleague?

____

1 Do you enjoy reading about how some people become successful? Most people do, which is probably why popular magazines often include articles with titles like *How to live a long, happy life*, which give readers useful advice.

2 One of my friends said to me the other day, "I'm starting my first job soon, and I want to get on well with my new workmates /'wɜːkmeɪts/. Have you got any advice you can give me?" Several people have asked me questions like this, which is why I'm writing this article.

3 For me the golden rule when you first start a job is this: listen and learn from colleagues. Also, ask your colleagues questions if you aren't sure about something and offer to help them if you can see something that needs doing.

4 In the long run, the best way to be a good colleague is simply to work hard. In my experience, people most dislike colleagues who make up excuses for not doing something and expect colleagues to do it for them.

5 If you have a job starting soon, remember some of these tips. In the end, you'll be happier and more successful if you get on well with your colleagues.

2 Discuss these questions with a partner.

a Which title did you think was the most suitable? Why?
b Which do you think is the best piece of advice in the article?
c Is there any advice you do not agree with?

3 Match each paragraph of the article with one of the following headings.

a An explanation of why the writer wrote this article
b Don't be lazy!
c A final message to the reader
d An opening question
e Initial advice

4 Read the article again and discuss these questions in pairs.

a How does the writer of the article try to interest the reader?
b How formal or informal is the style of the article? Why does the writer use this style?
c What is the purpose of the last sentence? Does it end the article successfully?



Writing An article



task You are going to write a magazine article giving advice to people of your own age who are about to start a new job.

Planning and writing

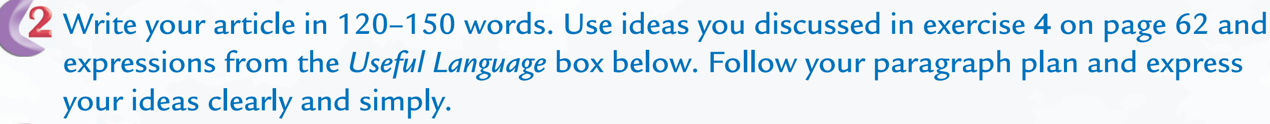


1 You are going to write an article giving advice to people of your own age.

a Choose one of these subjects:
- Being a good brother or sister
- Doing well at school

b Plan your article in five paragraphs, using the article in exercise **1** on page 62 as a model.

c Think of a suitable title for your article.



2 Write your article in 120–150 words. Use ideas you discussed in exercise 4 on page 62 and expressions from the *Useful Language* box below. Follow your paragraph plan and express your ideas clearly and simply.

Check



3 When you have finished writing, read through your article carefully.

a Check spelling, grammar and punctuation.

b Exchange articles with a partner.

As you read what your partner has written, ask yourself these questions:
- Has he / she chosen an interesting title which makes me want to read the article?
- Is the advice he / she gives helpful or interesting to me personally?
- Is the style of the article friendly?

c Return your partner's article and exchange thoughts and ideas.

USEFUL LANGUAGE

Giving advice

For me the golden rule is this: ...
If you do this, ...
Remember some of these tips: ...
In the end, you'll be more successful if ...
Another useful tip is this: ...
The best way to ... is to ...
Don't forget, ...
In my experience, ...

Quote "Age is an issue of mind over matter. If you don't mind, it doesn't matter."
Mark Twain

UNIT 8

Urban and rural life

MODULE 3: Lifestyles

Grammar
Comparing and contrasting

Vocabulary
Places
Words related to sounds
Idioms with *and*
Word families

Reading
Reading for gist and detailed understanding

Listening
Listening to a conversation between two friends

Speaking
Inferring meaning
Matching people to suitable accommodation

Writing
An email giving recommendations





Discuss

1 Look at the two photographs and discuss these questions in pairs.

- **a** Where would you prefer to live – in the city or the village? Why?
- **b** Many of the people who used to live in this village now live in the city. Why do you think they moved?
- **c** Why do people move from large cities to country areas?

Read



2 Before you read the article on page 65, guess and match these words and phrases with their meanings:

a	deserted	**1**	something that happens or exists
b	inhabitant	**2**	adjective to describe the countryside (not town)
c	overcrowding	**3**	making money
d	phenomenon	**4**	empty because people have left
e	profitable	**5**	having too many people
f	public services	**6**	someone who lives in a place
g	rural	**7**	transport, education and health

3 As you read the article on page 65, answer these questions.

- **a** What two-word phrase is used for the movement of people out of country areas?
- **b** Who now lives in remote villages and country areas? The article mentions two groups of people.

The end of village life?

When large numbers of people move from their homes in country areas to find better-paid jobs in towns and cities, the villages and farms they once lived in are often left empty. No one wants to buy homes there because they cannot make money out of them. This phenomenon /fɪ'nɒmɪnən/, which is called rural depopulation, can lead to overcrowding
5 in cities as well as to fewer people in country areas.
One example of this phenomenon is the Garrigues /gʌri:ges/ area of Spain, about one hour's drive from Barcelona. The area has a Mediterranean climate, but because it is high and not close to the sea, winter temperatures are quite low. The area has an annual rainfall level of 482mm which falls in only 47 days of the year, during the autumn
10 and spring. Historically, this was a successful agricultural area; on the higher ground, the farmers grew almonds and vines, while in the river valleys, wheat, corn, beans and sunflowers were the traditional crops. The area was particularly well-known for its high-quality olive oil which was grown mainly for export.
The population of the area was at its highest about 150 years ago, when a typical village
15 might have 500 inhabitants, whereas now some villages have as few as 100 permanent inhabitants. But as farming became less and less profitable, and unemployment grew, the population began to move to the cities to find work. This trend started in 1860 and has continued to this day. Now some villages consist mainly of elderly people. The area is suffering from the effects of depopulation, such as poor public services and deserted
20 farms.
In some parts of Europe in recent years, however, the move from the country to the city has been reversed as wealthy people move to the countryside to escape from the overcrowding, pollution and stress of city life. Some are moving permanently, but many are buying holiday or weekend homes which are empty for much of the year.

Check your understanding

4 Read the article again and answer these questions.

- **a** Define 'depopulation' in your own words.
- **b** How does this affect the country areas?
- **c** How can it affect the towns and cities?
- **d** List four characteristics of Garrigues.
- **e** Why did people start to move out of Garrigues?
- **f** Is depopulation common in Syria? Explain.

Think and speak

5 Think of possible answers to these questions. (The article doesn't give definite answers.)

- **a** Why did the Spanish farmers grow different crops on the high ground and in the river valleys?
- **b** Why do you think farming has become less profitable in recent years?
- **c** Why are many of the inhabitants of the villages in Spain elderly people?

6 Discuss these questions with other students.

- **a** How could city life be made less stressful for the people who live there?
- **b** What would you miss most about city life if you moved to a country area?
  Or what would you miss most about country life if you moved to a large city?

Vocabulary Sounds

1 Match the words on the left with things that make those sounds.

Note All these words can be used as nouns or verbs.

a	bang	1	traffic / plane engine
b	click	2	a person who is in pain or very frightened
c	drip	3	a light switch / a car seat belt being fastened
d	roar	4	an old-fashioned clock
e	scream	5	a door closing very noisily / a hammer hitting something hard
f	splash	6	the wind in the trees / a bird
g	tick	7	a tap that hasn't been turned off
h	whistle	8	something falling into water

Idioms with *and*



2 Complete these sentences with idioms from this list.

pick and choose   nearest and dearest   odds and ends
far and wide   hustle and bustle

a People come from .... to see the Umayyad Mosque in the centre of Damascus.
b I love spending time with my .... , so we often have family get-togethers.
c While I was on holiday I bought lots of .... to give as presents.
d There are lots of restaurants near here. You can .... from about fifty.
e Some people enjoy the .... of shopping in street markets.

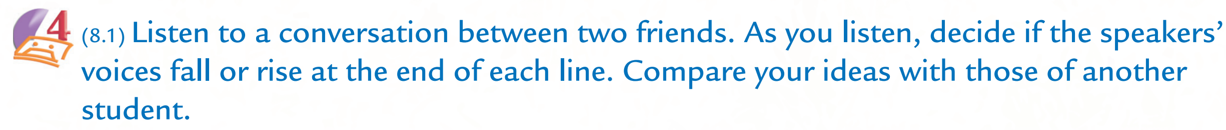
Word families

3 Complete these sentences with words derived from the words in brackets.

a Deir ez-Zour is an area of great .... beauty. (nature)
b Careless drivers can seriously .... the safety of pedestrians. (threat)
c In my city there is a wide .... of entertainments to choose from. (vary)
d I'd like to live in a small .... village near the sea. (peace)
e The storm damage is a lasting .... of the power of nature. (remind)
f I'll never forget the .... I felt on my first day at school. (excite)

Pronunciation: Intonation patterns (1)

4 (8.1) Listen to a conversation between two friends. As you listen, decide if the speakers' voices fall or rise at the end of each line. Compare your ideas with those of another student.



A: Did you enjoy the concert?   *B: Which concert?*
A: The school concert.   *B: I didn't go.*

5 (8.1) Now listen again and repeat the conversation.



6 Work with a partner. Role play this conversation.

A: Did you enjoy the competition?   *B: Which competition?*
A: The swimming competition.   *B: I wasn't there.*

Grammar Comparing and contrasting Activity Book Grammar file page 87

1 Which words and phrases in these sentences are used to compare or contrast two things, people, or situations?

a ... 150 years ago, when a typical village might have had 500 inhabitants, whereas now some villages have as few as 100 permanent inhabitants.
b In comparison with village life, city life can be quite stressful.
c On the other hand, some people prefer an exciting city to a quiet village.
d Instead of buildings, all I can see from my window are fields and trees.
e Farming is less profitable than it used to be.

2 What is being compared or contrasted in each of the sentences in exercise 1?

In sentence **1a** the writer is contrasting the population of a typical village 150 years ago with its population today.

3 For each letter, a-f, write two sentences contrasting the information in these lists. Use these words and phrases: *on the other hand, instead of, in comparison with, but, whereas.*

	City people	Country people
a	have to drive slowly	can drive quite fast

City people have to drive slowly, whereas country people can drive quite fast.
In comparison with city people, country people can drive quite fast.

	City people	Country people
b	often live in apartments	usually live in houses
c	shop in supermarkets	shop in small shops
d	buy vegetables from shops	often grow their own vegetables
e	often don't know their neighbours	have friendly neighbours
f	often have stressful lives	have quite relaxing lives

4 Compare a train journey and a car journey. Work with a partner.

a Discuss these aspects of the two journeys:

- Time and speed
- Comfort
- Cost
- Advantages and disadvantages





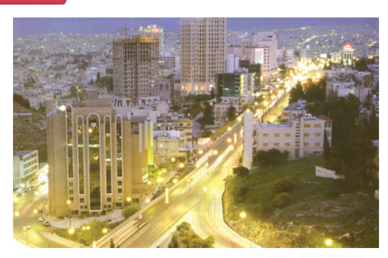
b Write sentences contrasting the two kinds of journey.

Train journeys are often very fast and comfortable, but you have to stop at a station, whereas if you travel by car, you can drive right to the place you want to be.



Speaking Choosing suitable places to live

Introduction



city centre apartment



leafy suburban area



rural home / villa



busy tourist resort in Lattakia

1 Work in pairs or small groups. Make notes about the people's different needs in a table like this:

	Family of four	Young couple	Elderly couple
Type of flat / house		*small*	
City or countryside		*city*	
Type of area			*quiet*
Distance from shops	*near supermarket*		

Speaking

2 Compare and contrast the four places in the photographs, then decide which is the best for each person or group. Discuss your ideas before making a final decision. Use comparing and contrasting language from the *Useful Language* box below.

3 Compare your choice with that of another pair or group. Explain your choices.

USEFUL LANGUAGE

Comparing and contrasting

These people / This family needs ... whereas / but these people / this family ...
In comparison with the city centre, this part of the town is very quiet.
The flat is in a much more convenient location than the house.
If they lived here, it would take them less time to get to school.
On the other hand, it would be noisier living here.

Explaining choices

We think this flat would be more suitable for this family because ...
The main reason we've chosen the small house in the country is because ...

Quote "If you would be known, and not know, vegetate in a village; if you would know and not be known, live in the city."
Charles Caleb Colton



You are going to suggest which of the four places in the photographs on page 68 would be the most suitable place to live for a family of four, a young couple and an elderly couple.

Writing An email giving recommendations

Read

1 First, read the email below. Who do you think wrote it and why?

Dear Mr and Mrs Mahmoud,

I think I've found the perfect place for you. It's a palatial villa in a green suburban area that would really suit your needs. I know you've been complaining about the noise in your current apartment, so the location of the new one would be a great improvement. It's quiet and calm and there's a picturesque park just over the road. There isn't even much traffic, and with residents' parking you'll never have trouble finding a space. It's also a lot more expansive than your current place and would have lots of room for entertaining. It's not furnished, so all of the furniture you already own could go straight in. You could make it your own very quickly. It's also an advantageous location. There's a large supermarket about five minutes away and it's very easy to reach the motorway. I really think you should arrange a viewing of this place. It's a great find that you wouldn't want to miss out on.

Many thanks,

Ali

Planning and writing

2 Now, using the email above as a guide, write a similar one. You can write to any of the groups listed in the task box but must suggest a suitable place for them to live. Write your notes and expand them into an email. Use 120–150 words.

....

....

....

....

....

....

....

....

....

3 When you have finished writing, read your email carefully.

a Check spelling, grammar and punctuation.

b Exchange emails with a partner.
As you read your partner's composition, ask yourself these questions:
- Is the email persuasive? Why or why not?
- Is the tone correct for this type of email?
- What could your partner have done to have made his or her email more persuasive?

c Return your partner's email and exchange thoughts and ideas.

UNIT 9

New ways and old

MODULE 3: Lifestyles

Grammar	Listening
Having things done (causative verbs)	Listening for gist and specific information
Vocabulary	**Speaking**
Musical instruments Ways of playing instruments Idioms related to music	Sharing information
Reading	**Writing**
Reading a brief biography	A short biography





C



Discuss



1 Look at the photographs which show people doing things in a traditional way. Discuss these questions with a partner.

- **a** What are the people in the photos doing?
- **b** What are the more modern ways of doing these things?
- **c** Which are better, traditional methods or modern methods of making things? Why?

Listen



2 (9.1) You are going to hear three conversations in which people talk about different ways of doing things. Which do the speakers talk about?

- Agriculture
- Cookery
- Medical treatment
- Car repairs
- Musical instruments
- Using a computer



3 (9.1) Listen again and choose the correct answers to these multiple-choice questions.

a In Conversation **1**, where did the girl get her guitar?
1. from a local shop
2. by mail order
3. she made it herself
4. from a local instrument maker

b How is her guitar different from other guitars?
1. It is mass produced.
2. It is not as big.
3. It is much more expensive.
4. It has an unusual shape.

c In Conversation **2**, which of these statements is not true?
1. The young man is going to repair his own car.
2. The older man is going to repair the car.
3. The older man is a good mechanic.
4. The car is going to be repaired at a garage.

d In Conversation **3**, which of these statements about the band is not true?
1. They wrote their own songs.
2. Their CD was recorded in a studio.
3. They spent more than two months recording and mixing their music.
4. They used a computer to produce their CD.



4 What do the words in italics in these extracts from the conversations refer to?

a I went to the maker's workshop and told *him* exactly what I wanted.
b You see, my guitar is unique – no one else has got *one* like this.
c My car engine's really complicated – if *it* goes wrong I have to have *it* fixed by an expert.
d **A:** Listen to this new CD – I think you'll like *it*.
B: That's very good. Who is *it*?

Think and speak



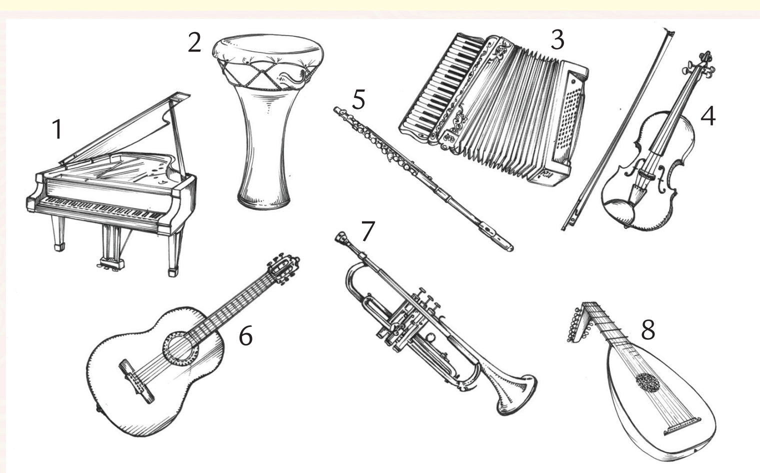
5 Discuss these questions in pairs or groups.

a If you were buying a musical instrument, where would you prefer to buy one from: a music shop or a local instrument maker?
b In the last conversation, a band recorded their music on a home computer. What other creative uses are there for home computers?

Vocabulary Musical instruments

1 Match the words with the correct pictures.

accordion flute guitar piano oud tablah trumpet violin



2 How do you play each kind of instrument? Complete these sentences using verbs from this list.

blow bow hit pluck strum

- **a** You have to .... saxophones and trumpets.
- **b** You can .... or .... a guitar, but you usually .... a violin.
- **c** You .... percussion instruments with sticks or your hands.

Music idioms

3 Match the underlined music idioms in these sentences with one of the meanings **1-4**.

- **a** Laila is very good at <u>blowing her own trumpet</u>, so she'll probably get that job.
- **b** If you break the law, you have <u>to face the music</u>.
- **c** The importance of crossing the road safely is <u>drummed into</u> children when they are very young.
- **d** Omar said he was going to buy a Porsche, but he <u>changed his tune</u> when he discovered the price.

Meanings

1. put up with the consequences of something one has done / accept punishment
2. change one's mind
3. boast / say good things about oneself
4. teach by frequent repetition

Grammar Having things done Activity Book Grammar file page 87



1 (9.2) Listen to six extracts from the conversations and answer these questions.

a Who made the guitar? (conversation 1)
b Is the speaker going to repair his car tomorrow? (conversation 2)
c Who used to repair the car? (conversation 2)
d Who fixes the engine? (conversation 2)
e Does this speaker think his son recorded the music himself? (conversation 3)
f Who writes songs and composes music? (conversation 3)

2 Compare the three sentences below.

What is the difference in meaning between them?

- *They built their own house.*
- *Their house was built by a local builder.*
- *They had their house built by a local builder.*

3 Write follow-up sentences using causative verbs.

a I didn't repair the car myself. *I had it repaired*.
b My mother dyed her own dress blue. She didn't ...
c She didn't make the dress herself. *She* ...
d He isn't going to take his own photo.
e My brother cut his own hair.
f My neighbour painted his own house.
g My father doesn't clean his car himself.
h We didn't cut down the trees in our garden ourselves.

4 Discuss these questions with a partner and then write sentences.

a What can you have done if you go to a dentist?
You can have a tooth taken out.
b What can you have done if you go to an optician?
c What can you have done in your house by a decorator?



Reading A biography

Discussion



1 Discuss these questions with a partner.

- **a** What is a biography? How is a biography different from an autobiography?
- **b** Whose biography have you read or would you like to read?
- **c** What kinds of biographical details could be included under these headings?

Personal details	Personal life
Physical description	Important dates
Family and early life	Beliefs
Career	Achievements

- **d** Which details of your own biography would you emphasise? Why?
- **e** What was the happiest moment of your life? Why?
- **f** What was the most significant event of your life? Why?

Read and reflect



2 Read this brief biography.

- **a** Which information from exercise **1c** above is included?
- **b** How is this biography constructed? What is the topic of each paragraph?

Self-taught success



Tareq was born in Damascus in 1962 into a successful Syrian family. His father worked as a civil servant and his mother, who had once been a teacher, was a hardworking housewife. His brother Hani was very bright and, after finishing university, went on to become a civil engineer.

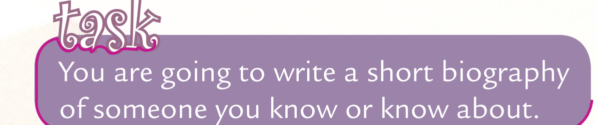
Tareq was good with his hands and so, instead of going to university, took a course in woodwork and became a carpenter. He loved Syrian folk music and, in his spare time, made musical instruments, finely crafting instruments such as ouds.

One day, one of his friends saw an oud he had made and asked him to make one for him too. This was the beginning of Tareq's career as an instrument maker and soon he was able to give up selling furniture and make instruments instead. With the money he earned he was able to get married and start a family, buying his own villa outside Damascus.

His instruments have become famous across Syria and the Arab world, and there is now a great demand for these instruments. One of Tareq's sons, Saleh, has decided to follow his father into the business and so Tareq is teaching him how to make the oud.

Writing A short biography

Planning and writing





1 You are going to write a short biography of someone who has had an interesting or unusual life.

a Decide who you are going to write about. Here are some ideas:

- Someone you know well personally, for example a member of your family, or a well-known figure in your town or city.
- Someone who is famous nationally or internationally, for example, a sports personality or a musician.
- An unknown person you respect and want to tell everybody about, for example someone who has helped others, like a doctor or a teacher.

b Plan your biography in four paragraphs, using the biography in exercise **2** as a model.

2 Write your biography in 120–150 words.

a Include the information that you decide is important from exercise **1c** on page 74.

b Follow your paragraph plan and write clearly and simply. Try to interest your readers in the subject of your biography. Use expressions from the *Useful Language* box below.

Check

3 When you have finished writing, read your biography carefully.

a Check spelling, grammar and punctuation.

b Exchange biographies with a partner.

As you read what your partner has written, ask yourself these questions:

- How is the subject of the biography interesting or unusual?
- Does the biography include the kinds of information I want to know?
- What other information would I find interesting?

c Return your partner's biography and exchange thoughts and ideas. Ask more questions about the subject.

USEFUL LANGUAGE

... was born in 1962 into a ... family.
His / her father worked as a ...
... elder / younger brother / sister ...
In his / her spare time, he / she ...
In 1987 he / she ...
X years later, when he / she was ...,
This was the beginning of his / her career as a ...
In the following year, he / she ...

Quote "Tradition simply means that we need to end what began well and continue what is worth continuing."
Jose Bergamin Gutierrez

Review 3, units 7-9

MODULE 3: Lifestyles



Grammar and Vocabulary

1 Rewrite this interview using reported speech in your notebook. (Use the reporting verb *ask* when you rewrite the questions, and *said* for Mr Mahmoud's answers.)

Interviewer: Good afternoon, Mr Mahmoud. Can I ask you why you left your village and moved to the city?

I asked Mr Mahmoud why he had left his village and moved to the city.

Mr Mahmoud: The reason I left my village was that I wanted to work in the city.

a Mr Mahmoud / He said ...

Interviewer: Was it easy to find work?

b ....

Mr M: Yes, it was very easy. I was offered two jobs in two days.

c ....

Interviewer: What are you doing?

d ....

Mr M: I'm working for a large travel agency in the city centre.

e ....

Interviewer: When do you start and finish work?

f ....

Mr M: I start at seven o'clock in the morning, and finish at five in the evening.

g ....

2 Write sentences comparing and contrasting landline phones with mobile phones. Use the words and phrases in brackets in your answers.

	Landline phones	**Mobile phones**
a	old-fashioned	up-to-date
b	in one place	carry with you
c	large and heavy	small and light
d	only talk to people	send text messages
e	long conversations	long conversations

a old-fashioned — up-to-date

Mobile phones are more up-to-date than traditional phones .... (more)

b in one place — carry with you

.... (whereas)

c large and heavy — small and light

.... (in comparison)

d only talk to people — send text messages

.... (but)

e long conversations — long conversations

.... (more expensive)

3 People moved into a flat recently and decided to modernise it. What did they have done? Write eight sentences **a-h** using a word or phrase from list **A** and a verb in the correct form from list **B**.

A	whole flat new furniture	windows ceilings	electrical system air-conditioning	old chairs and tables living room

B	service take away	repaint redecorate	replace deliver	check clean

a They had the whole flat cleaned.

4 Replace the phrases in italics in these sentences with the correct form of one of these phrasal verbs.

do away with   do up   do without   make up

a Too much salt is bad for you, but you shouldn't *stop eating* it altogether.
b They've spent weeks *cleaning and redecorating* all the buildings in the city centre.
c I hope they don't *get rid of* our village shop – I buy all my food there.
d The teacher asked the class to *invent* a story about the sea.

5 Choose the correct words in these sentences.

a My mother's sister is my (*aunt / niece*).
b My mother and (*brother / father*) have been married for 22 years.
c When I was 12, I (*did / made*) the decision not to eat any more fast food.
d Every week I (*do / make*) the shopping for my mother.
e I just heard the door (*bang / splash*). It sounded as if someone left in a hurry.
f You can (*hit / strum*) a guitar or you can (*blow / pluck*) the strings individually.

6 Copy and complete sentences **a-f** with words from this list. There are more words than you need.

blow   bustle   drum   far   music   peace   choose   ready   tune

a I've travelled .... and wide, but I haven't found anywhere I like as much as my country.
b Most of the time I love the hustle and .... of city life, but I prefer the .... and quiet of the countryside when I'm on holiday.
c The new library is wonderful – there are so many books to pick and .... from.
d You've changed your .... Yesterday you said you'd never eat fast food again.
e If you drive too fast and the police stop you, you'll just have to face the ....
f Mahmoud is very modest – that's why he never .... his own trumpet.

Optional

Project 3: Design and produce a poster

task

You are going to design and produce a poster to promote your culture in the world. Work in small groups.

Stage 1 Read and analyse

Look at these posters which have been designed to promote the cultures of different countries, and to attract tourists and other visitors. Discuss questions **a-e**.



a What aspects of culture do the posters show?
b Do you think any of the posters have been designed for a particular age group or nationality?
c Which images on the posters do you find attractive? Which would put you off visiting the countries?
d What do you think of the layout and design of the posters? What are the good and bad points?
e Would you like more, or less, written information to accompany the photographs, or do you think the balance of writing and pictures is about right?

Stage 2 Discussion and decisions

a Decide what country or region you are going to promote with your poster:
- your own country
- a group of countries to which your country belongs
- a larger region

b Decide who you would like your poster to attract: young people, older people or everyone.

c Decide what aspects of your culture to include on your poster. Think about these aspects: historical, environmental, literary, musical, sporting, architectural, etc.

d Choose six or seven images you could use to represent these aspects of your culture.

Stage 3 Produce your poster

a Share out the tasks that need to be done. Here are some possible tasks:
- Select suitable images to include on your poster. Look in magazines, travel brochures and on the Internet.
- Write short texts describing each image on the poster.
- Plan the layout and overall appearance of your poster.

b When the individual tasks have been completed, get together as a group and make the poster.

c Think of one or more eye-catching titles or slogans to make people notice your poster.

Stage 4 Display your poster

a Display your poster on the classroom wall.

b Tell the rest of the class why you have chosen your images and who you hope to attract.

c You could end this project with a class vote: which group has produced the most persuasive poster?



Achievements

Module 4

Unit 10: Record breakers
How far can you push yourself?



Unit 11: Future projects
How has technology changed our lives?



Unit 12: Geniuses
Do you have special talents?



Key words

Unit 10: exceptional, prestigious, rivalry, dedication, aspiring, determination, record breaker, challenge, elite

Unit 11: construction, dam, disrupt, divert, forcibly, inefficiency, lock, purpose, reservoir, technology

Unit 12: barber, champion, demonstrate, digit, genius, outstanding, talent, theory, title

Outcomes

You will be able to:

- solve logical problems
- talk about past and present actions and experiences
- listen for specific information
- make difficult choices
- present ideas and suggestions
- write a report about technological changes

UNIT 10

Record breakers

MODULE 4: Achievements

Grammar
Giving background information on past events
Past perfect simple and continuous

Vocabulary
Phrasal verbs with *come*
Adjectives with *a-*: *afraid*
Description in stories

Reading
Reading for gist and specific information
Text referencing

Listening
Listening to answers

Speaking
Making difficult choices

Writing
A response to an advert







Discuss

1 Look carefully at the photographs of the Tour de France and discuss these questions.

a What difficulties do you think these cyclists have to face during the competition?
b What qualities do you think you would need to compete in a race like this?
c Have you ever participated in a very challenging competition? What was it like?



Read

2 Match each word with its correct meaning. Use a dictionary to help you or to check your answers.

a elite
b rival
c eventual
d spectacle
e aspiring
f dedication

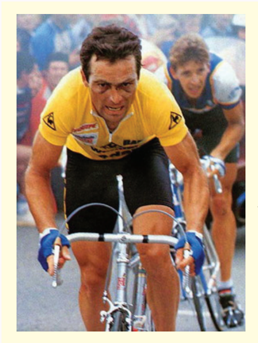
1 a public display
2 hoping or aiming for a certain thing
3 group containing the best / most skilled / most experienced
4 showing commitment to a cause
5 a direct opponent in a particular field
6 occurring at the end of a series of events

Factfile

- The Tour de France is an annual bicycle race in France.
- The competition began in 1903 and has taken place almost every year since then.
- The race covers more than 3,600 km around different areas of France.
- Over 200 racers compete in the race each year.
- The winner of each stage is awarded a "yellow jersey", a special shirt which they wear the following race day.



3 Now read a report about one man's triumph in the Tour de France. How many of the qualities you discussed in question 1 are mentioned in the report?

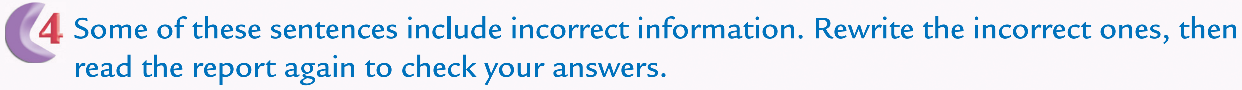


Triumph in the Tour de France

For over ten years in the 1970s and 80s Bernard Hinault, a very talented French sportsman, dominated the world of cycling. One of the fastest cyclists of his generation, he won over 200 races during his exceptional career and broke numerous records. He is the only rider to have finished either first or second in every Tour de France which he completed, and won 28 individual stages in the month long race. By the time he retired, he had worn the prestigious 'Yellow Jersey' – one of cycling's most sought after prizes – for over 50 days in total, and had secured his place as one of the best cyclists in the world.

During his career Hinault gained the nickname 'the badger' on account of his reputation for being extremely competitive and dedicating himself fully to each race. A famous rivalry existed between Hinault and another elite cyclist, Greg Lamond. During the 1986 Tour de France, the two men fought continuously to win the championship, with Lamond emerging as the eventual winner.

Following his retirement in 1986, Hinault did not lose any of his dedication to the world of cycling. To this day he is heavily involved in many high profile cycling events, and is often seen on the stage at awards ceremonies. Hinault has written several books telling the story of his rise to success; they also include details of the difficulties he had encountered on the way: the crashes, injuries and problems. As one of the best cyclists the world has ever seen he was encouraged to write a book for aspiring professional cyclists, giving them tips and realistic advice about how to reach the top. His story shows that becoming the best in any field is a challenge that requires a lot of determination and dedication.



Check your understanding

4 Some of these sentences include incorrect information. Rewrite the incorrect ones, then read the report again to check your answers.

- **a** Bernard Hinault won over 300 races.
- **b** Hinault won the Tour de France in 1986.
- **c** Cyclists risk crashes and injury during races.
- **d** Hinault is an aspiring professional cyclist.

5 Suggest explanations for these extracts from the report.

- **a** A famous rivalry existed between Hinault and another elite cyclist, Greg Lamond.
- **b** To this day he is heavily involved in many high profile cycling events, and is often seen on the stage at awards ceremonies.



Think and speak

6 Discuss these questions with other students.

- **a** What kind of preparations do people have to make before they compete in prestigious sporting events like the one you have read about?
- **b** Would you be interested in doing something as physically demanding as Bernard Hinault and other top sportsmen? Which sport would you choose? Why?



Vocabulary

Phrasal verbs with *come*



1 Match the verbs underlined in these sentences with the correct meanings **1-7** below.

a It had been cloudy all morning, but in the afternoon the sun came out.
b As we were walking up the mountain, we came across a small camp site.
c Come over when you're next in town.
d After she fell and hit her head on the ice it was ten minutes before she came round.
e A job has come up at the polar research centre – I may apply for it.
f I wish the price of petrol would come down.
g When I was talking to my brother yesterday, your name came up several times.

Meanings

1 visit
2 become available
3 appeared / became visible
4 fall / decrease
5 was mentioned
6 recovered after being unconscious
7 found by chance

Adjectives beginning with a-



2 Some adjectives beginning with *a-* cannot be used in front of a noun.

For example, we can say: *The frightened boy*, but not *The afraid boy*. If we want to use *afraid,* we have to say: *The boy was afraid*.

a Match adjectives beginning with *a-* (List **A**) with other adjectives which have the same meaning (List **B**) which can be used in front of nouns.

A	afraid	alight	alike	alive	asleep
B	burning	frightened	living	similar	sleeping

b Complete as many of these sentences as you can using words from list **A**. If you can't use list **A**, use an alternative from list **B**.

1 The fire had started when everyone in the house was ....
2 In less than ten minutes the whole building was ....
3 The family escaped, but the parents had to calm their .... children.
4 Some people had minor burns, but fortunately everyone was still ....
5 The police suspected a crime as there had been four...................... fires in the previous month.

Pronunciation: Intonation patterns (2)



3 (10.1) You are going to listen to answers given to five quiz questions. Decide whether the people are sure of their answers or not.



4 (10.2) Work with a partner. You are going to take turns to answer some more quiz questions about Bernard Hinault's career.

If you know the answer, make your voice sound sure. After each answer, your partner should say whether you sound sure or unsure.

Quote "If you worried about falling off the bike, you'd never get on."
Lance Armstrong, cyclist

Grammar Giving background information

Activity Book Grammar file pages 83, 87

1 Read extracts **1-3** below from the report about Bernard Hinault and answer these questions.

a Which verb tense is used in all these extracts?
b Which main verb event do they provide background to?

1 He had worn the prestigious 'Yellow Jersey'.
2 He had secured his place as one of the best cyclists in the world.
3 They include details of the difficulties he had encountered on the way.



2 Suggest explanations for these facts about Hinault's career, using the words in brackets. Make sentences using verbs in the past perfect simple or the past perfect continuous.

a From a young age, Hinault was dedicated to his training programme.
(always / want / be / cyclist)
He had always wanted to be a cyclist.



b At the start of his career in the 1970s, Hinault made a sponsorship deal with a top bicycle company.
(the company / see / great potential / in the young rider)

c After each victory, Hinault did not take all the credit for himself.
(a brilliant team / support / him / throughout)

d When he did not win the Tour de France in 1986 Hinault decided to retire.
(lose / to his greatest rival)

e After retirement he started writing books.
(learn / many things / during his career)

3 Working with a partner, discuss what might have happened leading up to these events and then write sentences using verbs in the past perfect simple or continuous. (You will need to use your imagination.)

a By 1978, Eddy Merckx had broken more records than any other cyclist in history. Before he retired his victories included 35 stages of the Tour de France and 11 Grand Tour victories – the most prestigious races in cycling.

b In 1986 Michael Asher was the first westerner to cross the Sahara Desert from west to east on a camel. Before he set off on his journey across the Sahara, Michael Asher had probably learnt how to ride a camel.

Speaking Making difficult choices

Introduction The situation

1 Read the scenario. How would you react if you were in this situation?

Omar and Mazen are driving across the Syrian desert in their 4x4 vehicle when a sandstorm, very common in the area, blows up. There is nothing they can do about the weather and unfortunately sand gets into the engine. Despite their best efforts, the engine simply will not start and so they are forced to change their plans.

5 The two men are still 30 kilometres away from their destination, that is around 12 hours walking. They know that it is located to the north. However, they are forced to abandon the car and continue the journey on foot, carrying all that they can with them. They have supplies in the car but can only take with them what will fit in their backpacks.

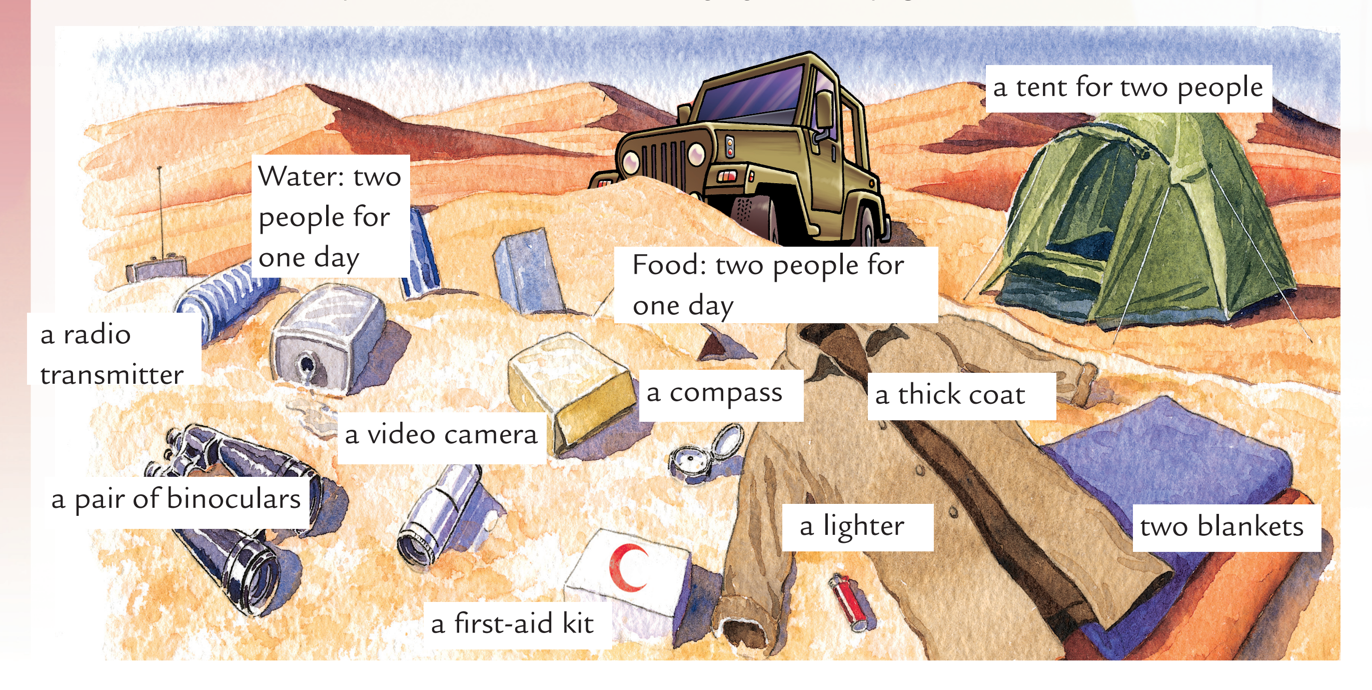
The weather is extremely hot, making walking by day very difficult, but they are in good 10 health and fit enough to walk 30 kilometres under normal conditions. In contrast, the desert is very cold at night and temperatures can become dangerously low. The two men have some difficult decisions to make.

Each has room in his bag for three items, and has to choose from the 11 items they have in the car ...

Discussion

2 Look at the illustration. Make a list of the six items that Omar and Mazen should take with them for the rest of their journey.

a With a partner compare individual lists. Which items are on both lists?
b Make a final list of the six items that they should pack. Give a reason why you have chosen each item.
c Using information in the text, try to persuade your friend that your choices are the right ones. Use expressions from the *Useful Language* box on page 87.





You are going to write a response to an advert for a place on a Syrian expedition to the summit of Mount Everest.



Writing A response to an advert

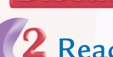
1 Read the advert below. The advert is from an imaginary society called the Syrian Adventure Club. How does the advert grab your attention?

DO YOU HAVE WHAT IT TAKES?

Are you the kind of person who loves a challenge?
Do you crave adventure and excitement?
Do you long for the chance to prove yourself?

If the answer to these questions is 'Yes' then you could be just what we're looking for. The Syrian Adventure Club, along with its team of experienced mountaineers, is planning a challenging and arduous expedition to the summit of Mount Everest and we're looking for motivated, strong-willed individuals to assist us. This is the chance of a lifetime to experience one of the planet's most magnificent environments and to take part in an amazing feat of human endeavour. If you think you have what it takes, please write, telling us why you should be chosen for this expedition, what skills and attributes you will contribute, and how you will cope with the huge effort such an expedition entails.

Replies should be about 200 words.
Expeditions Manager, Syrian Adventure Club



Discuss



2 Read the advert again and discuss these questions in small groups.

a What type of personality and skills do you think are important for this challenge?
b What do you think you would learn from the expedition?

3 a Write your reply in about 120-150 words.

b Check your letter for grammar, punctuation and spelling errors.
Exchange letters with a partner and discuss both. What is good and bad about your partner's reply?

c What suggestions do you have for improvement?

USEFUL LANGUAGE

Explaining a choice	Presenting arguments	Agreeing and disagreeing
I'd take the ... because ... We really need the ... to (+ verb)	Would it be a good idea to take ...? It might be a better idea to take ... If we don't take the ..., X might happen.	I agree. Yes, you're right. Okay, I see what you mean, but I don't agree. I don't agree. I don't think we'd ever use the ... Why don't we leave the ... and take the ... instead?

UNIT 11

Future projects

MODULE 4: Achievements

Grammar
Talking about processes (modal verbs in passive constructions)

Vocabulary
Formal words and informal equivalents
Word families

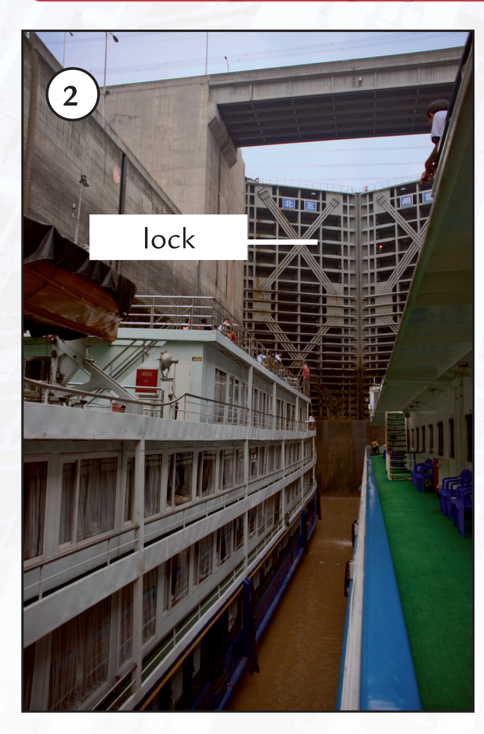
Reading
Reading a report

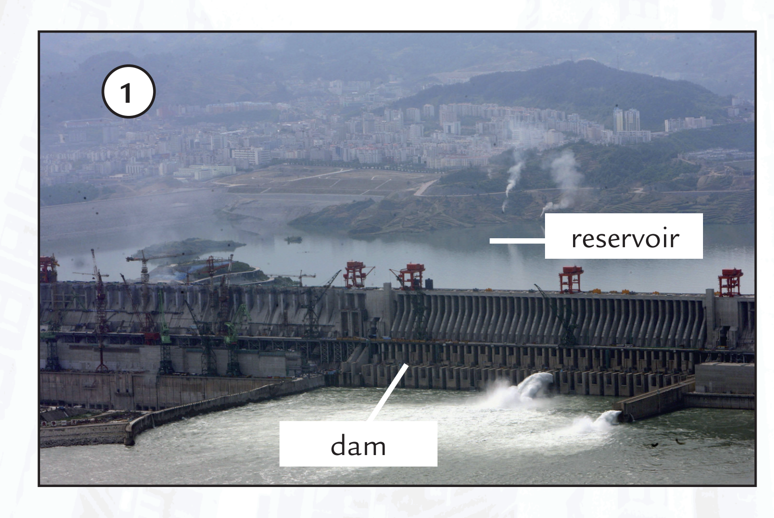
Listening
Listening for gist and specific information

Speaking
Discussing recent technological changes

Writing
A report about technological changes

Part 1: Irrigation projects







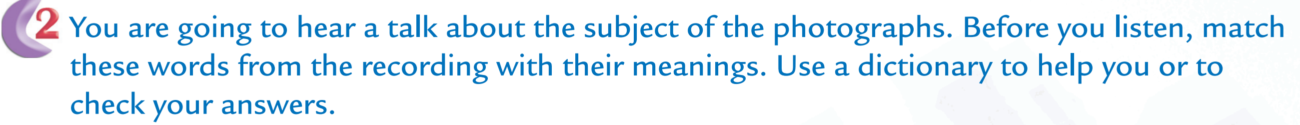
Discuss



1 Look at the photographs and discuss these questions with a partner.

a What is the purpose of the dam?
b How does it work?
c What is the purpose of the lock?
d Why do you think the buildings in photograph **3** have been destroyed?

Listen



2 You are going to hear a talk about the subject of the photographs. Before you listen, match these words from the recording with their meanings. Use a dictionary to help you or to check your answers.

a	construction	1	to change the route of a road or river
b	disrupt	2	by force, against one's will
c	divert	3	a short section of a river or canal with gates which allow ships to move to a higher or a lower level
d	forcibly	4	the building process, usually of a large structure
e	lock	5	a large natural or man-made lake for collecting and keeping water
f	reservoir	6	to upset / disturb / interrupt in a negative way



3 (11.1) Now listen to someone giving a talk. Which questions in **1a-d** does the speaker give answers to?

Check your understanding



4 (11.1) Listen again and decide whether these statements are True or False according to the speaker.

- **a** The Yangtze is the longest river in China.
- **b** Almost two million people had to leave their homes so that the dam could be built.
- **c** The course of the river was changed in 1999.
- **d** The dam itself is one-and-a-half kilometres wide.
- **e** The reservoir is 50 kilometres long.
- **f** The first estimate of the cost of the project is more or less accurate.
- **g** Not everyone is happy about the building of the dam.

5 What do the words in italics in these extracts from the talk refer to?

- **a** When *it* is completed, *it* will be the largest hydroelectric dam in the world.
- **b** The people living in communities along the banks of the Yangtze were moved to other places because *their* homes were in an area ...
- **c** The dam itself, *which* was completed in 1998, ...
- **d** In addition to *these* problems, many people are very angry about ...



Think and speak

6 Discuss these questions in pairs or groups.

- **a** Why do you think the final cost of large projects like this is often much higher than the original cost? Think about the Olympic Games, the World Cup, new airports, new power stations. For example, the original cost of the dam was estimated at $25 billion, but by the time it is completed this could have risen to $75 billion or more.
- **b** What do you think about the fact that historical and archaeological sites were destroyed when this dam was built?

Vocabulary



Formal / informal

1 The talk about the Three Gorges Dam is in quite formal English.

a Match these words with a more informal word or phrase.

1	complete	**A**	beginning
2	construct	**B**	move forward
3	entire	**C**	ready to use
4	extend	**D**	build
5	inception	**E**	place
6	operational	**F**	stretch
7	progress	**G**	finish
8	site	**H**	whole

b Now complete these sentences with the correct form of an appropriate word from **1a**. Decide whether to use the formal or the informal word.

1 The new government computer system is not expected to be fully .... until the end of the year.
2 When I was a child, I used to love .... tree houses.
3 Tomorrow, I'm planning to spend the .... day on the beach.
4 As part of their holiday, tourists will visit many important archaeological ....
5 By the time they'd .... their homework, it was time for bed.
6 In the twelve months since its .... , the new tax system has raised £9 million.

Word families



2 Complete these sentences with words derived from the words in brackets.

a The .... (construct) of the dam involved the .... (destroy) of many .... (history) buildings.
b The date for the .... (complete) of the dam project is 2009.
c The cost of the dam project has risen partly because the .... (build) have worked very slowly and partly because of .... (inefficient).



Grammar Talking about processes (2) Activity Book Grammar file page 88

1 Complete these sentences, choosing the correct modal verbs.

a Large areas of land (could / had to) be flooded when they were building the Three Gorges Dam.
b Work on the dam (could / must) not be started until the Yangtze had been diverted.
c The locks were built so that the Yangtze (could / had to) still be used by ships.
d Unfortunately many of the historical sites (could / might) not be saved when they built the dam.
e Protestors are demanding that people who had to leave their homes (could / must) be given new homes and compensation.

2 Work with a partner. Discuss these questions and then write your answers.

a Think of something new that was built recently in your town or city. What had to be done before it could be built? How has it changed the area?
b Think about a building project that is taking place now. When it is finished, how might the area around it be affected?



The Eighth Gate

The Eighth Gate is a commercial development in the Yafour district, near Damascus. It will be the site of the Damascus Stock Exchange and an important business centre.

Part 2: Future technologies



Reading A report

Discuss



1 Discuss these questions in groups or pairs.

a What technological changes have taken place in recent years? Think about these areas of life:
- Personal: telephones, music, television, cars, shopping, money and banking, food, entertainment
- Public: travel and transport systems, crime detection, industry, the environment, education, health, power generation

b Which of the changes you have discussed have had the greatest impact on people in your country? Choose two or three examples.

c Discuss these changes in more detail.
- What impact have they had?
- Whose lives have been most affected by the changes?
- How have these people's lives been changed?
- Have there been positive and negative consequences?

Read and analyse

2 You are going to read a report describing some important technological changes that have affected travel in Europe.

a Before you read, discuss in pairs what you think the report will be about.

b Read the report. Were the ideas you discussed correct?



Electronic road toll device

Recent developments in transport technology

Technological changes have affected many areas of life in recent years. This report will focus on three changes that have affected travel in Europe.

Online booking

The cheapest and quickest way of buying train or airline tickets is now to book 'online'. This involves logging on to the Internet, finding the correct website, typing in your travel requirements and personal details and paying by credit card. Passengers can then print a receipt which may also be the 'ticket' which they show at the airport or railway station. This is all done automatically without the need for any personal contact with the airline or rail company.



Eurotunnel /jʊərəʊ'tʌnl/

In 1994 a tunnel linking Britain with the mainland of Europe opened to the public. This complex and costly engineering project, which had been planned for many years, was paid for jointly by the French and British governments. Cars are carried on railway trucks which form a train called the Shuttle, and then drive off at the end of their 35-minute journey through the tunnel. In the past, the only alternative for motorists was a ferry, which took a minimum of 90 minutes.

Electronic road tolls

Motorists have to pay to drive on motorways in Italy. Under the original system, all cars had to stop at kiosks at the beginning or the end of a section of motorway and pay cash. Now, there is a high-tech alternative called Telepass. Under this new system, cars are 'recognised' so they do not have to stop. The money is taken automatically from each driver's bank account.

These are just three of the changes that have affected European travelling habits in recent years. In different ways, they are all dependent upon advanced technology.

Writing A report on technological changes

task

You are going to write a report describing some of the most important technological changes that have affected people's lives recently.



1 Read the report again and discuss these questions.

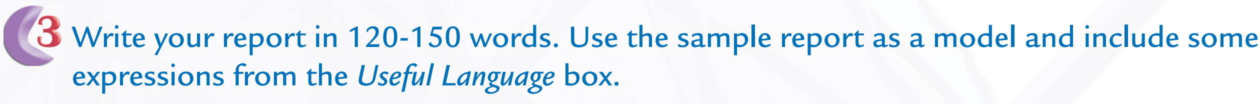
- a What is the purpose of the three headings: *Online booking*, *Eurotunnel* and *Electronic road tolls*?
- b What is the purpose of the first and last paragraphs?
- c Does the report contain mostly facts or opinions?
- d Is the language generally formal or informal? Give examples.

Planning and writing



2 Plan your report, describing two or three technological changes that have affected the lives of people in your country.

- a Choose examples from one or more areas of life. Use some of the ideas you discussed in groups in **1a-c** on page 92.
- b Make a note of important facts about each example you have chosen. You may need to check your ideas or find out extra information from an encyclopaedia or the Internet.
- c Plan your report. Include the following:
  - A descriptive title
  - A brief introduction
  - Two or three sections focusing on different changes. Give each section a clear explanatory heading.
  - A brief concluding paragraph.



3 Write your report in 120-150 words. Use the sample report as a model and include some expressions from the *Useful Language* box.

Check



4 When you have finished writing, read your report carefully.

- a Check spelling, grammar and punctuation.
- b Exchange reports with a partner.
  As you read what your partner has written, ask yourself these questions:
  - Can you tell from the title and headings what the report is about?
  - Does the report consist mainly of facts?
  - Is the language formal?
- c Return your partner's report and exchange thoughts and ideas.

USEFUL LANGUAGE

This report will focus on ...
This involves ...
This is done automatically.
This system has succeeded in ...
These are just three of the changes that have affected ...
New technology has enabled people to ...
In the future, it may be possible to ...

Quote "We're changing the world with technology."
Bill Gates

UNIT 12

Geniuses

MODULE 4: Achievements

Grammar
Adding information using participle clauses and relative pronouns
Vocabulary
Prepositions in phrases
Nouns and adjectives
Reading
Reading for gist and specific information
Text referencing
Listening
Listening to short conversations
Speaking
Explaining solutions to logical problems
Writing
A letter of recommendation



Discuss



1 Look at the photographs and discuss these questions.

a What special talents do the people in the photos have?
b Do you know anybody who had an outstanding talent as a child?
c What is your own best talent or skill? Justify your answer.



2 Match each word with its correct meaning. Use a dictionary to help you or to check your answers.

a champion	1 a number – 1, 2, 3, etc.
b demonstrate	2 the natural ability to do something well
c digit	3 name showing a person's status
d outstanding	4 a system of ideas to explain something
e talent	5 a person who wins a sporting competition
f theory	6 to show or prove (something)
g title	7 excellent / unusually good

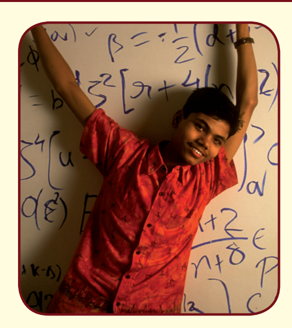
Read

3 Now read the article. Whose talent do you think is the most amazing?

So talented, so young

A child prodigy is a person who has an outstanding talent or skill at a very early age. In this article you are going to read about three child prodigies with different talents or skills.

A ....



At the age of twelve, Tathagat Avatar Tulsi was the world's youngest person to gain a Master's degree. He finished high school at the age of nine, gained a BSc at the age of ten and an MSc when he was only twelve. At eighteen, he is now a PhD student in Bangalore, India, doing high-level research. His amazing mathematical talent was noticed by his parents when he was only six. (5)

B ....



Magnus Carlsen from Norway is one of the best chess players in the world. He started playing chess with his father at the age of five and played his first tournament at the age of eight. In 2003, at the age of thirteen, he was awarded the title of Grandmaster. Chess became his passion and Magnus was allowed to take time off school to practise the game. (10)

He received coaching from Kasparov, one of the greatest chess players and geniuses of all time. At the age of nineteen he was ranked number one in the world, becoming the youngest player to be awarded this title. (15)

C ....



Wolfgang Amadeus Mozart was one of the greatest musical geniuses of all time. He was born in Salzburg, Austria, in 1756 and began writing music before he was four years old. As a child prodigy he toured Europe, playing his own compositions on the violin and other instruments to astonished audiences which often included kings and queens. In common with many other child prodigies, Mozart lost some of his appeal to audiences when he became an adult. Despite his genius, he had to work hard throughout his short life to earn a living, and died very poor, at the age of thirty-five. (20, 25)

Check your understanding

4 Read the article again and choose the best heading for each section of the article. There is one more heading than you need.

1 A master's degree at nine
2 Public less interested as child grows up
3 Playing to win
4 Youngest master now doing research

Think and speak

5 Discuss these questions with other students.

a What are the advantages and disadvantages of being a child prodigy?
b Do you think child prodigies should be treated as special cases by their parents and teachers?

Vocabulary

Nouns and adjectives



1 Fill in the missing words derived from the words in brackets.

a My sister is a very .... student. (ability)
b To my .... I got over 90% in the exam. (amazing)
c Many children find young animals very .... (appeal)
d When she said she was leaving, we just stared at her in .... (astonished)
e I've never been very good at .... (mathematical)
f I enjoy listening to all kinds of .... (musical)
g Sport has increased greatly in .... in recent years. (popular)
h The more you practise, the more .... you will become. (skill)

Prepositions

2 Read this short text about child prodigies.

a Copy and complete the text using these prepositions:

at for in of on

Child prodigies are children who demonstrate talents (1) .... a very young age. Mathematical geniuses are often able to do complicated calculations (2) .... their heads (3) .... just a few seconds. This is particularly remarkable when the numbers they are dealing with have been selected (4) .... random. Musical geniuses, like Mozart, are often able to learn to play new pieces of music (5) .... a variety of instruments very quickly. Mozart was certainly the most talented composer of his time, but many people believe he was really a hard worker, not a genius. When he died (6) .... 1791, some people said that overwork was the cause (7) .... his death.

b Discuss these questions with a partner.

1 How good are you at doing mathematical calculations in your head?
2 Who do you think is the most talented musician of your generation?

Pronunciation: Intonation patterns (3)



3 (12.1) Intonation can be used to show whether we are interested in what someone says to us or not. You are going to hear some short conversations. Listen and decide whether the second speaker in each conversation is interested or not in what the first speaker says. The first two are given as examples.

a Can you? Interested
b Is he? Not interested
c Great!
d Brilliant!
e Do you?
f Are you?



4 (12.1) Listen to the conversations again and repeat what the second speaker says.



5 (12.2) Work with a partner. Listen to the first speakers again, and respond to what they say. Decide for each response whether or not to sound interested.



Adding information Activity Book Grammar file page 88



1 Read sentences a-e, then answer questions A-C below.

- **a** He is now a PhD student in Bangalore, doing high-level research.
- **b** He received coaching from Kasparov, one of the greatest chess players and geniuses of all time.
- **c** At the age of nineteen he was ranked number one in the world, becoming the youngest player to be awarded this title.
- **d** He began playing piano at the age of five and was immediately recognised for his immense talent and musical ability.
- **e** As a child prodigy, he toured Europe, playing his own compositions on the violin.

- **A** Which part of sentences **a-e** contains the most important information: the first or the second part?
- **B** What is the purpose of the other part of each sentence?
- **C** Which word in each sentence links the two parts?



2 Rewrite sentences 1a-e with these beginnings:

- **a** He is now a PHD student in Bangalore where ...
  He is now a PHD student in Bangalore <u>where he is doing high-level research.</u>
- **b** He received coaching from Kasparov who ...
- **c** At the age of nineteen he was ranked number one in the world which ...
- **d** He began playing piano at the age of five. Immediately, ...
- **e** As a child prodigy on tours of Europe, he ...

3 Rewrite the following, using the *-ing* form of the verbs.

- **a** At the age of seven, my brother Amar played football for a local club. When he did this, he became the youngest professional player in Syria.
- **b** A few years later, he joined the men's team and he scored three goals in his first match.
- **c** At the end of his first season, he was the highest paid player in the team. He was earning as much as six players would earn.
- **d** Soon afterwards, a newspaper began printing stories which accused Amar of spending too much money on high living.
- **e** Amar denied these accusations. He explained that he spent his money on his family and that he gave much of it to charity.
- **f** He continued to play for his team, trusted in the support of his family and refused to let the newspaper stories bother him.





Speaking Solving logical problems

Preparation

a Work in pairs.

Student A: Try to work out a possible answer to Question 1.
Student B: Try to work out a possible answer to Question 2.

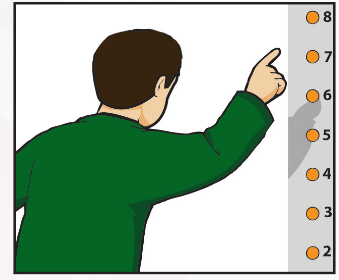
b Prepare to explain your ideas to another student, using some of the words and phrases from the *Useful Language* box below. Write brief notes to refer to when you are giving your explanation.

c Look at your partner's question.

Explanation

a Take turns to explain your ideas to your partner. If you do not understand your partner's explanation, or if you disagree with it, suggest your own ideas.

b Finally, listen to the explanations from your teacher and discuss them.



Question 1

A boy lives on the 12th floor of a block of flats. Every day, on his way to work, he gets into the lift and goes down to the ground floor. When he comes home from work, he gets into the lift, goes up to the 8th floor, then walks up the stairs to the 12th floor.

Question:

Why does he do this?



Question 2

A man was in a small town for the day, and needed a haircut. He noticed that there were only two barbers in town, and decided to apply logic to choosing the best one. Looking in their shops, he saw that the first barber was clean shaven with a nice haircut. In the other shop, the barber had a messy haircut.

Question:

Why did the man choose to go to the barber who has a messy haircut?

USEFUL LANGUAGE

Giving Explanations
Maybe ...
Perhaps ...
He probably ...
He could be ...
He could / might have said ...
Do you think ...?
I think he must have ...

Quote "Genius is born, not paid."
Oscar Wilde



You are going to write a letter recommending a genius for an award.

Writing A letter about a genius you know

Read and reflect



1 Read the letter below. It is an application for an imaginary award recognising geniuses.

a What kind of language has the writer used to convince the society of his case?
b Why does the writer include information about Dr Mohammad Imad Droubi's previous awards?

Genius Award Application
Genius Society members,
I am writing to you to suggest that you consider Dr Mohammad Imad Droubi for your new Genius award. Dr Droubi is an incredibly gifted dentist and academic, who gives lectures to audiences all over the world. He is best known for inventing a replacement metal jaw, improving the quality of life of those with serious dental problems.
His innovations in the field of dentistry have brought him international recognition. He has received numerous awards from international institutions including first place at the Arab World Inventors conference in 2009.
I believe that these accolades justify his nomination for the new Genius Award.
Yours faithfully,
Waleed Yousef

Write



2 Write your own letter to the Genius Society members suggesting a potential recipient for the national award. State why they should, in your opinion, receive the award. You must use 120-150 words.

Check



3 When you finish writing, read your letter carefully.

a Check spelling, grammar and punctuation.
b Compare your letter with the one written by the person sitting next to you. As you read what your partner has written, ask yourself these questions:
- Whose letter is more convincing?
- Whose chosen candidate do you think deserves the award?

USEFUL LANGUAGE

Giving recommendations
I would recommend ...
I believe he / she deserves this award because ...
He / She has made huge advances in ...
For all of these reasons ... deserves this award.

Expressing praise
He / She is an incredibly gifted ...
Their achievements are outstanding ...
Perhaps one of the greatest minds in the 21st century ...

Review 4, units 10-12

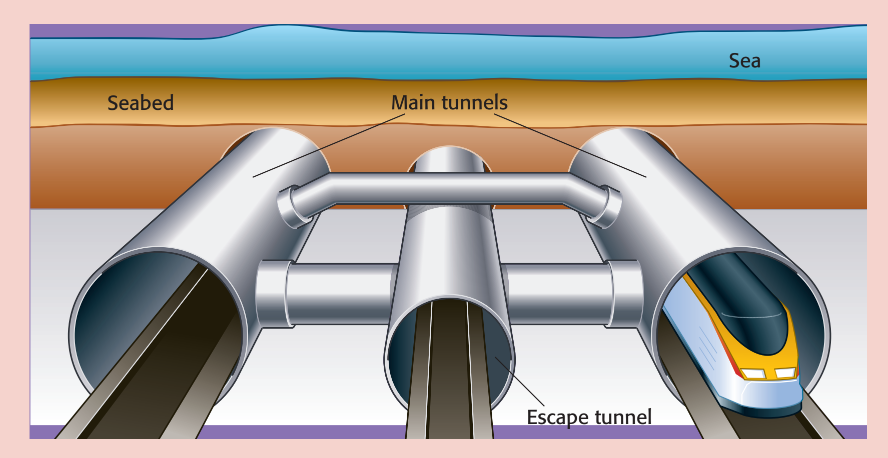
MODULE 4: Achievements





Grammar and Vocabulary

1 Choose the best verbs in these sentences. Sometimes both are possible.



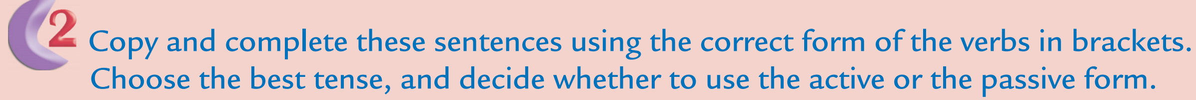
a The Channel Tunnel, which links Britain and France, is over 50 kilometres long and (*was completed / was being completed*) in 1994. There are actually two main tunnels, one from France to Britain and the other from Britain to France.

b Previous plans to build a tunnel (*had been rejected / have been rejected*) because of the high cost and because the people were worried about fires in the tunnel.

c To reduce people's worries about safety, a third tunnel (*had to be built / had to build*) as an escape tunnel in case of fire.

d For many years motorists *(had looked forward / had been looking forward)* to driving between Britain and the mainland of Europe.

e However, they (*had not thought / had not been thinking*) they would have to put their cars on trains to 'drive' through the tunnel.



2 Copy and complete these sentences using the correct form of the verbs in brackets. Choose the best tense, and decide whether to use the active or the passive form.

a Burj Al-Arab, which is one of the most expensive hotels in the world, stands in the sea off the coast of Dubai. Before it (1) ...could be built... (could / build), engineers (2) .... (have to / make) an artificial island. In order to do this, land (3) .... (have to / reclaim) from the sea.

b The Panama Canal, which (1) .... (join) the Atlantic and Pacific Oceans, opened to shipping in 1914. Before this, ships (2) .... (have to / go round) the bottom of South America to get from one ocean to the other. This was one of the greatest and most difficult engineering jobs that (3) .... (ever / attempt). 5,600 workers died between 1904 and 1914 while the canal (4) .... (construct). There had been an earlier attempt to build a canal in 1880 but it (5) .... (could / not finish) because so many construction workers died of disease.

3 Rewrite the following as single sentences, using a verb in the *-ing* form.

a In his first marathon Hani did very well. He finished in 20th place.
b He took three hours to complete the race. When he finished the race, he broke his own previous record by six minutes.
c Before the event, he had trained hard and often ran for five hours a day.
d Hani is a postgraduate student at the University of Damascus who is studying law.
e Hani agreed to run the marathon in December. He told his friends he wanted to collect money for a children's charity.
f Hani succeeded in doing this. He collected over SYP 200,000.



4 Choose the correct form of words from the lists to complete these texts. (There is one word in each list that you do not need to use.)

A aspiring exceptional exhaustion support prestigious rivals

Ahmad had competed in six (1) .... cycling competitions before, but this was the first time he had dominated the race. When he crossed the finish line beating all his (2) .... , he knew it was the start of an (3) .... career. Whenever he participated, Ahmad risked injury and (4) .... , but his competitive nature helped him to succeed. He is an example to (5) .... cyclists around the world.

B astonished outstanding popular talent theory

My younger sister has always had a (1) .... for music. She started piano lessons at the age of three and her teacher was (2) .... by how quickly she learned to play well. "She is the most (3) .... pupil I have ever taught," she said. "As well as playing the piano brilliantly she also understands the (4) .... of music."

5 Complete these sentences with a word derived from the word in brackets.

a My father is one of the most .... drivers I know. (skill)
b Traditional music has lost some of its .... among young people. (popular)
c Samer was a very .... jazz trumpet player. (talent)
d He has an amazing .... to multiply large numbers in his head. (able)
e Wherever I go on holiday I like to visit places of .... interest. (history)
f I'd like to be an .... when I leave university. (archaeology)

6 Choose the correct word or phrase in these sentences.

a The price of DVD players *came down / came round* by 50% last year.
b If you are good at mental arithmetic, it means you can do calculations *in your head / on your head* very quickly.
c After the storm there were a lot of *afraid / frightened* children and animals.
d I've lost my glasses – let me know if you *come across / come over* them.
e Over a thousand people sent in correct answers to the competition. A computer picked the names of the three winners *at random / from random*.
f My sister and I look very *alike / alive* – people often think I'm her.

Optional

Project 4: A balloon debate



You are going to take part in a balloon debate to improve your communication skills and persuade other students of your point of view.

Stage 1 Introduction

a You are going to hear a short balloon debate. Before you listen, read this definition.

A balloon debate is a debate in which several speakers attempt to win the support of an audience. The audience has to imagine that the speakers are flying in a hot-air balloon which is slowly sinking. Unless someone is thrown out of the balloon, the balloon will hit the ground and no one will survive. Each speaker has to persuade the audience by explaining why they should not be thrown out of the balloon. Usually each speaker takes the part of a famous person, or a profession.

b Now read about the situation of the four speakers you are going to hear.

The island of Literock has been almost destroyed by a hurricane. The islanders have lost their homes and all their possessions. Nobody has been killed, but many people have slight injuries. A group of four professional people have been invited to help the islanders rebuild their community. These people are: a teacher, a doctor, an engineer and an economist. The only way of getting to Literock is by balloon. Half-way to the island, the balloon starts to lose height. Only one person will be able to reach the island, so the others will have to jump into the sea. (Fortunately they are all strong swimmers.)

c (P 4.1) Listen to the debate. As you listen decide who you think should NOT be thrown out of the balloon.

d Compare opinions with a partner.

Stage 2 Prepare for your part in the balloon debate

Work in groups of four.

a **Read about your 'balloon' debate situation.**
A large passenger ship 50 kilometres out to sea is in trouble and radioed for help. The passengers are not in any immediate danger, but some are sea-sick and many of them are very angry. The sea is rough and the weather is too bad to use a helicopter. A small boat with four specialists is travelling towards the damaged ship. The specialists are a diver who is also a marine engineer, a doctor, a representative of the shipping company and a police officer. Unfortunately the boat hits a rock and starts to sink. Only one of the specialists will be able to reach the ship before the boat sinks, so three of them will have to get out of the boat and swim back to land.

b **Each member of the group should choose one of the four specialist roles:**
- Diver / marine engineer
- Doctor
- Representative of the shipping company
- Police officer

c **Prepare your speech.** Remember you have about half a minute to persuade the audience that you are the best person to continue the journey to the ship. Make notes to refer to while you are speaking. Think about these aspects of the situation, and use the language from the *Useful Language* box below.
- The short-term situation: the passengers' health and comfort; law and order; letting the passengers know what is happening
- The long-term situation: moving the ship; completing the journey; getting the passengers off the ship; suggesting how passengers could spend their time

Stage 3 Convince your audience

Work with another group of four students.

a The two groups take turns to speak to the other group. When all four speakers in the first group have made their speeches, the members of the second group, the audience, vote for the person who should continue.

b The members of the second group then make their speeches with the first group as the audience.

Stage 4 A different kind of balloon debate

Work in different groups of four.

a Each student chooses to be a famous person from Syria. You must choose a person everyone in the group knows about. It could be a politician, a sports personality, a writer or a musician. You can choose someone who is alive or dead.

b Each 'famous person' prepares a speech saying why they should not be thrown out of the slowly-falling balloon.

c Each group takes it in turn to speak to the rest of the class. After each group, the audience votes whom to keep in the balloon and whom to throw out.

Useful Language

Persuading others

As a ..., I have experience of ...*-ing* ...
It's obvious why they need a/n ...
They need an expert like me because ...
Let me tell you why I should be allowed to get to the ship.
I am a specialist in ...
I can offer practical advice about ...
What the people on the ship need is ...

English for Starters

English for Starters is a communicative course in English, which takes into account the most modern methodology.

English for Starters Level 12 aims to stimulate the child's interest in learning English and to develop confidence through a range of enjoyable activities.

The focus at this stage of the course is on all four skills – listening, speaking, reading and writing. An active use of language is promoted throughout the course, setting the foundation for successful language learning.

The course consists of:

- **A Students' Book,** which includes attractive and lively material to encourage students' interest in the language through a range of listening, reading, speaking and writing activities.
- **An Activity Book,** which provides a range of stimulating reading and writing activities.
- **A Teacher's Book,** which contains step-by-step, easy-to-follow instructions for each lesson and useful notes on the effective use of teaching aids.
- **A Cassette,** which contains all of the listening activities for the course.





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